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ABSTRACT

The State Library of Illinois presents the written testimony given at the regional hearings of the National Commission on Libraries and Information Science at Chicago, Illinois, September 27, 1972. Witnesses include librarians from academic, regional, public, special, state, school children's, and audiovisual libraries, as well as legislators, library school professors, commercial information suppliers, publishers, library trustees, educators, and officials of state governments and library associations. While financial needs are heavily emphasized in many of the written statements, the whole gamut of services and problems in the library and information areas are touched upon. These areas include cable television; public relations; cooperative programs; interlibrary loans; information needs and access; the role of the Commission and the federal government; information systems and networks; automation; library manpower; copyright; library education; media and audiovisual materials; facilities; standards; national and regional centers; library research; information and referral programs; and services to the unreached, the handicapped, senior citizens, minorities, rural populations, and children. The states of Illinois, Iowa, Wisconsin, Ohio, Minnesota, Michigan, Indiana, and Missouri are represented in the testimony. (LS)

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IN OUR OPINION

Regional Hearing
before the

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

September 27, 1972
Chicago, Illinois

Compiled by
Alphonse F. Trezza
Director
Illinois State Library

Springfield, Illinois
1973

Foreword

The Illinois State Library has decided to publish the written testimony submitted for the midwest regional hearing of the National Commission on Libraries and Information Sciences held in Chicago on September 20, 1972 because of the importance of the event and the contribution such a publication will make to library literature for Illinois and for the nation. It is hoped that the ideas presented here, which represent the thinking of many of the leaders in the library profession, will not only stimulate and guide the National Commission, but will have a more immediate effect on libraries, librarians and trustees who are involved in the every day responsibilities of planning and providing library service. The variety of issues discussed in this testimony is of vital interest and should make an important contribution to future library development.

Of special interest to Illinois is the testimony of its own residents. The Illinois State Library's declared policy of maintaining continuous revision of its five year long-range comprehensive program can only be achieved if interested persons are allowed to participate in the input of ideas. While the viewpoints expressed in the testimony can serve to help meet this need, they can also serve to provoke fresh ideas from those who feel that there are better methods or more important priorities than those reflected in the testimony. The testimony from library leaders from other areas of the midwest can, of course, be equally useful to Illinois.

This publication includes only the testimony which was prepared and submitted in advance of the hearing or at the time of the hearing. While non-substantive editing by the participants has been allowed, no essential changes have been made in the testimony. Oral discussions and testimony presented at the hearing is not included or available at this time. The National Commission on Libraries and Information Science indicates that in the future, the testimony, both oral and written, presented at the three planned regional hearings will be available through ERIC.

The testimony is presented alphabetically according to the author's last name. An asterisk indicates which individuals, in addition to submitting written testimony, gave oral testimony. With such varied areas of concern being presented no effort has been made to classify testimony according to subject matter. The statements made are strong ones that can stand on their own.

The preparation, proofreading and layout of this publication was the responsibility of Susan Shultz, former editor, *Illinois Nodes*, Irma Bostian, editor *Illinois Libraries*, Nancy Krah and Nancy Bell, publications assistants.

Alphonse F. Trezza, Director
Illinois State Library
January 19, 1973

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INTRODUCTION

Regional Hearing

Dirksen Federal Building
219 South Dearborn Street
Chicago, Illinois
September 27, 1972

The National Commission on Libraries and Information Science, a permanent independent agency, was established by law in the summer of 1970. In passing the Act, Congress and the President affirmed that library and information services adequate to meet the needs of the people of the United States are essential to achieve national goals and to utilize effectively the educational resources of the nation.

To place the library and information problem in a national framework rather than in one that is local or topical is a significant aspect of the charge given to the National Commission on Libraries and Information Science. The Commission is to recommend the plans it develops to Congress, the President, and the governments of the state and local communities. In the preparation of its recommendations, the Commission is authorized to conduct necessary studies, surveys or analyses. The commission may sponsor and promote research and development activities, and it may conduct hearings to further its objectives.

The basic working philosophy of the Commission is user oriented. It is the plan of the Commission that the user of information will be the beneficiary of all its work. In this context, and throughout this introduction, the "user of information" is meant in the broadest context and is not limited to the present users of libraries or other existing information services.

This emphasis on users was stated as follows in a widely disseminated Commission resolution:

> Resolved, that the National Commission on Libraries and Information Science should give first priority in its planning effort to providing new and improved services that will be helpful to all libraries in the country and their users, at every level of society.

This resolution expressed the commitment of the Commission to balance its activity, not favoring in its study or planning the development of one type of library or information system over another unless all users were hereby aided. The resolution also implied that the Commission would need to understand users' needs for information in a better way than these needs have been understood heretofore.

A first step in this process of understanding was the development of a series of regional hearings. The Commission recognized that library problems and information needs are not the same in every sector of the nation. Reports from state and regional groups and particularly from articulate users in other areas would be needed. Accordingly, the Chairman appointed a committee to plan a series of regional hearings to fill this need. The committee, chaired by Mrs. Bessie Boehm Moore, outlined three meetings for fiscal 1973. A Midwest regional hearing was planned for Chicago with later hearings scheduled for San Francisco and Atlanta. The regional hearings are to:

1. Provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission.
2. Foster an understanding of the role and progress of the work of the Commission.
3. Submit recommendations and plans to early criticism and review by those who will be affected.

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

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WALTER C. ALLEN
Co-President

Reference and Adult Services Division
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am responding to your request for written testimony for consideration by the Commission on behalf of the Reference and Adult Services Division of the American Library Association. Your letter to Mr. Hansen reached him the day before he left for a vacation in Scotland, and he was unable to reach me for discussion of it before he left. I have, therefore, consulted a number of colleagues in the profession who are interested in adult services, in an attempt to identify some future trends in this area.

If you wish oral testimony from our division, please address the request to Mr. Hansen. It will be impossible for me to come to Chicago that day, and it's a little far for Mrs. Freides to come from Atlanta. Perhaps she could participate in whatever hearings you have arranged in the Southeast.

First, it seems obvious to all of that there is a tremendous unexplored future in the area of CATV. If we get involved in nothing else, we will be involved in this. At this point in time, librarians, civic officials, private enterprise groups, and everyone else involved in the development of CATV are going off in a thousand different directions, with many more questions being raised than answered. It would seem to me that there are many possibilities for the use of CATV in providing informational services to adults (and others), both in terms of actual responses to specific requests for information, and in the area of what is sometimes called adult education.

A second area of concern will surely be the role of adult services in *all* types of libraries, not just public libraries, the traditional center of activity in this area. Service to faculty members, graduate students and undergraduates in academic libraries is certainly a form of adult service. So is service to industry and other commercial and service enterprises in special libraries. It strikes me as entirely logical and, in terms of total service to the total community, desirable that the traditional barriers between types of libraries be broken down. Academic institutions will scream bloody murder, but it is a cold economic fact that most higher education today is ultimately paid for by the individual taxpayer who is, in this day of increasing resistance to higher taxation, going to be very critical of any barriers between him and total service.

A third area also has its roots in economics. I might say that the people I discussed this problem with are by no means agreed on this one, for various reasons. I will try to indicate the areas of disagreement as I outline the problem, but I think in some form it will be a matter to be faced.

Many librarians today are engaged in a wide variety of programs which are attempting to serve the unserved: blind, deaf, black, aged, young, illiterate, disadvantaged, whether poor, uneducated, unemployed or whatever, among others. Many of these have been highly successful, at least so long as they were adequately funded, but most of that funding was federal, and if and when it dried up, and it usually did, the program then went on the rocks, totally or in part, because local funding for continuing the program was unavailable. The questions raised are: Are these programs *really* successful? Do they reach enough people to be worth the enormous cost? Or are we making efforts which are really little more than empty gestures? The suggestion is that some hard research be done on the entire area, and that it be done by people who are not themselves engaged in this work and therefore have no axes to grind. The objections are: 1) it is impossible to measure the effectiveness of this kind of service (this was raised by one person); 2) Cost is not a valid measure of this kind of service (raised by two); 3) What difference does it make? (raised by one). The last can be disposed of, I think, in the same vein as the separated services: The taxpayer is going to lower the boom. The other two are not so easily disposed of.

To sum up: It would seem obvious that there will continue to be efforts to reach the unreached. It would seem equally obvious that there ought to be. But it would also seem that the evaluation of them so far has often been inadequate and that real justification, based on real success, will have to be provided. This implies, then, a much greater effort to make these programs work. This means continuing financing, more cooperation by other civic bodies, and many new approaches.

Another area in which adult services philosophy and activities will be challenged is in terms of increased leisure time. It seems fairly clear that the nation is moving rapidly toward the four-day work week. One of my consultants asked, so what? What does this have to do with libraries? Won't people continue to do what they have always done on weekends? Yes, would seem to be the answer, they will, but with that extra day, boating, gardening, housecleaning, etc., may well begin to pall on that third day, and there will be an increased interest in education, be it formal or informal. Certainly the library, academic and public, will be involved in any such programs.

This leads to the age-old philosophical dispute in public library circles as to whether the library is primarily educational or recreational. This one has never been laid to rest. Many say one, many say the other, more say both. But the future of library service to adults in a time of increased leisure is going to be based, at least in part, on the thinking of the profession about this question.

It would appear, in summary, that many of the questions I have raised are tied in with the nation's economy. It would also appear that the federal government is going to have to take an increasing part in providing the funding to take care of *all* of the nation's educational needs, including those of libraries. A reordering of the priorities of the government would seem to be indicated.

This is brief, not too well-organized, and sketchy, but I hope it will provide some information for consideration by the Commission. I am sorry that limited time has made this so: It is a tremendously important question, and we look forward to the recommendations of the Commission.

If I can be of further service to the Commission, I will be happy to try.

EDMUND R. ARNOLD*
Director of Library Services

Cornell College
Mount Vernon, Iowa

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The opportunity to submit testimony to the Commission is much appreciated. The Commission, I believe, is a great step forward in the process of rationalizing and developing library resources and services. I hope that my remarks will prove useful.

Libraries, as the members of the Commission well know, are very expensive. They are also very important, as various legislation over the past fifteen years and the existence of the Commission will testify. Such testimony would also seem to indicate that libraries and library service are of great public interest, that is to say, that libraries and library services are, with or without public clamor, of great public importance.

Perhaps the major problem confronting the small-college library is finding the wherewithal to maintain adequate resources, and to gain access to a full range of materials. The small college's business is working with the undergraduate. At Cornell in particular, there has been a long tradition of undergraduate research, yet, with notable exceptions, attempts to borrow from university or other research collections for undergraduates brings a flat refusal. In my opinion, undergraduates do not receive the respect and attention — or services — to which they ought to have access generally.

The Commission would provide a great service to all if it were to encourage and support revision of the interlibrary loan code at least to include undergraduates. A further step would be the fostering of regional library service centers such as the Periodical Bank of the Associated Colleges of the Midwest. Such centers, which could charge membership fees based on income, and modest copy costs, would because of the non-circulating nature of their collections, be able to provide sure access to periodical materials, and at the same time take a lot of pressure off individual libraries — particularly the large research libraries. The benefits of such centers would be that the principle of free access to information for all would be that much closer to reality. Naturally, such centers would run afoul of the present copyright law, and strong measures would have to be taken to ensure both the rights of library users, and of the publishers and authors. I believe that the need and the public interest would justify such action.

As an extension of the suggestion for service centers for periodical literature, strengthening of the interlibrary loan process in general would be desirable, and steps should be taken to speedup the process. A number of such steps have been taken in certain localities, though the systems and services vary widely. The Iowa Library Information Teletype Exchange (I-LITE) network is perhaps somewhat less sophisticated than the network in Indiana, but either of these or MINI-TEX in Minnesota would serve as good examples of possible models. Such networks regionally based would be of significant value to the libraries of the small colleges and, through regularization of procedure, and possibly the development of regional union catalogs, should, in addition to extending the availability of resources for the small-college library, help in taking pressure off of some of our larger bretheren.

Small private colleges provide a valuable public service. They provide important alternatives to the massive impersonal campuses of our multi-universities. Many flourish on those massive campuses, but many wilt there while they do well in a situation where there is close personal interaction between faculty and student. The small private college deserves more by way of public support in order to preserve its character.

The foregoing comments have certain implications which, coupled with the fact that education is not obtained solely in an instructional situation, but is rather a life-long process in which schools and colleges provide initial guidance and suggestion, leads to the remarks which follow.

There are several areas of inquiry which the Commission ought to pursue, or cause to be pursued; all are closely interrelated. These are:

1) What is an optimum size for library com-

munity. This involves several factors including questions such as: a) are there levels of community, and if so what are they, b) what are the limits, for each, of population, distance from service unit, and costs, c) what are the necessary and viable communication channels in order to provide maximum service at each service point.

2) Who are the people whom the library units will serve; why do they need library service, what levels of library service, and at what points.
3) Given that library services are important, what is an appropriate and viable base of support, and at what levels should control be independent; at what levels should control be subordinate?

The foregoing makes no mention of types of libraries. In my opinion, the concept of type of library has operated in the past, and is continuing to operate as one of the great barriers to effective library service. I believe that the Commission should seek all means possible to minimize, if not obliterate, distinctions between so-called types of libraries in order to foster the maximum utilization of resources. My reasons for making the above assertion are as follows:

1) Any given library user is a member of several library communities. The school child, for example, is both a member of his school library community and of the local public library's community, and should one of his parents happen to be on the faculty of a local college, he/she is also a member of that college's community; though there are exceptions in this latter case, there is usually an extension of library privileges to faculty families.
2) Level of user needs is not necessarily dependent upon the age of the user; it varies widely according to intelligence level, and interest. This is to say that the level of materials required by a juvenile may well, and not infreqently, exceed the level required by many adults. Readers will not "stratify."
3) Users are not particularly fussy about where they get what they need, just so they get it; they are not concerned with the type of library, only with the materials and the service.
4) Whatever the reasons for which people use libraries, the prime function of all is educational, which term includes the informational function. It is the educational, as opposed to the instructional function which renders our libraries so important. Without full and ready access to the widest possible range of information and idea, a free and democratic society such as we profess cannot long exist. It is the educational function which justifies public concern; recreational and other uses are valuable, but subsidiary fringe benefits.

It does seem a shame that in community after community Community Colleges have been started without once referring to possible significant public library resources available; there are many communities where the only significant library resource happens to be a college library which is, more often than not, open to the local population on a quite restricted basis; there are other communities in which both an academic and a public library coexist but with minimal cooperation or coordination; there are many communities with both poverty-stricken public libraries and poverty-stricken school libraries both trying to serve much the same functions, but neither willing to recognize the other. We are faced with much needless duplication of facilities and resources which could be greatly alleviated if library service units were opened to a wider range of clientele, and were designed to serve multiple levels of use.

I have taken the liberty of appending a copy of an unpublished paper of mine which approaches one aspect of the problem of which I have been speaking, but which sets forth in much better detail some of the reasoning behind my argument. It should be noted here, however, that a single monolithic library system is not envisioned. Such a system would hardly seem desirable. Rather what is suggested is an interconnected set of more or less independent local systems, each local system based upon a geographic area, each local system a hierarchical one with local service units distributed at appropriate locations (not unlike a main public library and its branches) for primary service, and a more central referral unit, but the systems would be connected probably in a federated structure through the state libraries to national regional library centers. Any reader should be able to get most of the service needed at any service unit; no reader should have to go to more than two places to get all the service required, and all readers should be able to use any unit, anywhere, anytime without payment of special fees.

These, then are some of the problems to which the Commission should direct research, and some suggestions as to directions in which the Commission ought to encourage libraries to go, most particularly in encouraging activities and services which cross library boundaries.

Congressman
LES ASPIN
United States Representative

First District of Wisconsin

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Mr. Chairman, I am grateful for this opportunity to report on the concerns of librarians of the First District of Wisconsin to the National Commission on Libraries and Information Science. I would like to take this opportunity to commend the Commission for its work and for holding this series of regional hearings to assess the progress of local libraries in meeting the educational, informational and recreational needs of the public they serve.

In preparing my statement, I enlisted the help of librarians at public and college libraries throughout the First District. I invited each to respond to a series of questions and to include any additional observations which might be relevant to the objectives of the Commission. This statement is a compilation of their views.

The First Congressional District includes Rock, Walworth, Racine, and Kenosha Counties in the southeastern corner of Wisconsin. The four largest cities in the district are Racine, with a population of 95,162 according to the 1970 U.S. Census; Kenosha, 78,805; Janesville, 46,426; and Beloit, 35,729. Whitewater has a population of 12,038. Seven other cities have populations exceeding 2,000. Over one-third of the population of the district lives in smaller communities and rural areas.

Libraries in the district range from large academic collections at the college and university campuses and large public collections in the bigger cities to small, independent libraries operating in the smaller towns. Frequently mentioned among the priorities of the respondents to my survey were the need to increase availability of service to rural areas and the need to improve interlibrary loan programs. A universal complaint was the absence of adequate funding to accomplish these objectives.

Following are the questions I asked and summaries of the responses to each:

1) *Are current library facilities meeting the informational needs of teachers and students involved in formal education at all levels?*

This question evoked a variety of responses. Generally, the librarians of public libraries reported that they do not attempt to duplicate the services provided by elementary school, high school and college libraries. This was particularly true in the smaller cities and towns and those in close proximity to college and university campuses.

However, respondents from Racine reported that a large number of students use the public libraries to complete assignments because of the inadequacy of school libraries. Miss Norma Deck, Supervisor of Adult Services at the Racine Public Library, cited the Southeastern Wisconsin Regional Planning Commission's 1969 library user survey, in which 51 percent of those who responded to the questionnaire were students completing school assignments. "Although the high school and academic libraries in this area are developing stronger collections, this library still tries to answer the needs of many high school students," Miss Deck wrote. (The same survey reported 53 percent usage of the Kenosha Public Library by students doing school assignments.)

Mr. William D. Grindeland, Director of the Instructional Materials Center and Libraries for the Racine Unified School District, reported that Racine elementary schools have "the greatest inequality" in library facilities. "Main libraries are housed in basements, on stages in gyms, converted substandard rooms and converted balconies. Many of these rooms are poorly lighted and ventilated and lacking in space. This is complicated further by the fact that school systems are having problems passing bond referenda for new buildings, and consequently the need to use every available space to increase the number of classrooms in each building with the result that existing libraries always face the possibility of being moved into basements or other substandard areas."

Public school students in rural areas would benefit by greater access to the public library system, according to several of the respondents. Mrs. Marjorie P. Staffeld, Librarian of the Eager Free Public Library in Evansville, reported that there are rural students who are not being served. "Previously we have had township-wide service through payment by the Town Board," she wrote. "This year they felt the cost was too much and each family has to pay all or part for service on a daily card basis."

Mr. Gary J. Lenox, Librarian of the Rock County Center campus of the University of Wisconsin Center System, filed the following report on libraries at all educational levels in Janesville:

> In Jansville some concerted effort has been spent to make the new elementary schools meet current needs for information. For example, Van Buren Elementary school has been designed with the learning resources center at the center of the building with classrooms (without walls) radiating from it. My inspection of the school found a wide range of media in use; emphasis was not on books . . .
>
> Both high school libraries are rather conventional in orientation. Books, periodicals and newspapers are the primary resources. The rooms in which the libraries are housed are unimaginative and conventional in design. For example, study carrels are virtually not used but rather large open spaces with large tables in rows. The book collections are abominable; they have never been developed to an adequate level and are maintained inadequately. . . .
>
> To my knowledge, no one on the federal or state level systematically looks after high school libraries like they do college and elementary school libraries. Federal funds are available systematically for these latter types of libraries and administrators seem to like to put these funds to "new uses" with audio-visual resources, realia and so on.
>
> Admittedly high schools must have materials for the exceptional student — college level physics texts and readers for slow learners, for example — and the dollars just do not stretch far enough. Increased funds for high schools are needed and they need to be expended in new ways that will be more relevant to the students. For example, more needs to be done to entice students to use library materials. That may mean purchase of more "underground" periodicals and publications, more records and tapes of contemporary music and lectures, speeches and so on. Students come here with a terrible impression of libraries as storehouses of dreadful books containing unwanted, irrelevant and immaterial information. Librarians must work at all levels to overcome this image. . . .
>
> For the most part colleges in this area (with the exception of this school) have sufficient room for study, storage of resources and work. Enrollments are dropping; study space is not at a premium. However, every one of these facilities is conventional in orientation. Advances have been made in providing individual study space, group study rooms, attractive surroundings and so on but none have been built for audio-visual services. Stopgap measures, some "remodeling" and so on have been instituted but none of the college libraries in this end of the District have been installed with "wet carrels" (that is, wired carrels for showing of closed circuit TV, video tapes, audio tapes, movies, slides, records, etc.).
>
> The generations coming to us will expect to use and will be able to use these things and we do not have them. College libraries need to be built for the future with provision for present resources. Funds, in part, account for the inadequate provision for new materials and equipment. Administrators are "tokenists" with relation to audio-visual materials in colleges and such resources, to be meaningful, must be provided for and used as regularly as books. Costs on audio-visual resources and equipment are very, very high; present funding in all colleges cannot do what I call for above. Additional funds, probably federal, should be provided specifically for audio-visual instruction in addition to present federal library support.

2) *Are current library facilities meeting the informational and recreational needs of the public at large?*

Answers to this question were similarly varied. Miss Ruth A. Young, Librarian of the Edgerton Public Library, said, "Speaking for a small library in a small community, I think that recreational and informational needs of our public are served fairly well. Funds, of course, restrict purchasing power. Space also becomes a restricting factor at times."

Similarly, Director Irene Blackford of the Janesville Public Library reported that "libraries the size of Janesville's are able to meet these needs quite well." This assessment was echoed by Mr. Lenox of the UW Center - Rock County, who reported that Janesville Public Library is adding films to its collection, has an adequate reference service and maintains evening hours which many students make use of to study, in lieu of having their own high school libraries open in the evenings.

On the other hand, Director George E. Earley of the Gilbert M. Simmons Library in Kenosha reported that only the eastern part of Kenosha County is adequately served. "Those who live in the eastern part do not have conveniently located facilities or mobile service. Also the city library is the only public library in the county, and the central building has been grossly inadequate for many years."

Librarians at the Beloit and Lake Geneva Public Libraries complained of an inability to meet all needs adequately. "The public libraries cannot supply sufficient variety of materials, and school and academic libraries can't provide enough duplicate copies of materials," wrote Librarian Dorothy Naughton of Lake Geneva. "Students travel about the area, needing materials for assignments whereever they are. Small public libraries are expected to supply information on as wide a variety of interests as a large library. No single small community library can meet these needs with its own materials and personnel. We all need the encouragement of additional funds to develop effective means of cooperation among all types of libraries."

Librarian Lila Pineles, Head of Adult Services in Beloit, also complained of shortage of personnel and inadequate variety in materials: "We are not able to meet the needs of the public as we should. The most serious lack, probably, is in staff — we need people to meet the public, help them find the materials they need, to work with young adults, to plan programs for all ages, to get out into the community and bring library services to those people who are unfamiliar with libraries, or who are timid — people who don't know they are welcome and that we have information and services that would help them. We also are in need of more phonograph records, films, periodicals, books, microfilm and equipment such as microfilm readers, tape cassettes, etc.

Racine City Librarian Forrest L. Mills provided me with the results of the 1969 library user survey of the Southeastern Wisconsin Regional Planning Commission, as it relates to public libraries in Racine, Kenosha and Milwaukee. This survey, which I am forwarding to you with this statement, cites statistics on user satisfaction with services provided, in addition to statistics on library use.

3) *What forms of interlibrary communication have been established to expand services to library users?*

All librarians who responded to my survey indicated that their libraries participate in some form of interlibrary lending progrm.

These programs range from an elaborate teletype connection between Racine and Milwaukee to informal systems of cooperation among smaller libraries.

Mr. Mills, City Librarian of Racine, described the "Racmil" service as a "pioneering interloan service between Milwaukee and Racine Public Libraries using teletype and five day a week delivery service." Mr. Mills continued:

> Over the nearly 25 years since its inception, the service has made a very significant contribution to the information needs of the Racine community—to technical and scientific personnel as well as to serious students. Total cost of the service annually is about $1200, a small fraction of the cost involved in supplying the needs from locally owned resoures.
>
> From time to time, teletype also serves as a medium for prompt and accurate communication of quick, directory type reference inquiries and the answers thereto. A thirty-day experiment this spring with Xerox facsimile proved conclusively that mail or messenger transmission of photocopy in this area is not unduly slow and far more economical than facsimile using telephone circuits (about 5 cents vs. 30 to 40 cents per page).

The Janesville Public Library, Eager Free Public Library in Evansville and the Beloit Public Library reported using the State Division for Library Services in Madison to supplement their collections. Ms. Pineles of the Beloit Public Library wrote:

> The state maintains the Reference and Loan Library of Madison, which lends less frequently used books to public libraries on interlibrary loan. If the Reference and Loan Library cannot provide a book, they have an arrangement with Milwaukee Public Library by means of which they can borrow books from them. They also borrow books from the University of Wisconsin for us. The State Historical Library provides us with books on interlibrary who do this out of courtesy. Beloit College is very generous in extending interlibrary loan privileges to us.

The Lake Geneva Public Library has access to the Union Catalog listing adult books in all public libraries in Walworth County, and it pays for telephone communication among the 11 libraries. College libraries in Southern Wisconsin are linked by the Southern Wisconsin Academic Librarians Organization. Participating institutions — including UW-Whitewater, UW Center-Rock County, Milton College, Rockford College and Beloit College — share materials so that any student has access to the resources of all libraries.

Several respondents from Rock County complained about the discontinuation of the countywide interlibrary loan service which was previously available. Librarians in Janesville and Edgerton both said the services available through the Rock County Library Service were invaluable, and they regretted the decision of the Rock County Board to terminate the system.

4) *What additional forms of cooperation and communication should be established to provide greater access to bibliographical materials and resources?*

The concensus on this question was that interlibrary loans and sharing of information must be facilitated if libraries are to meet the needs of the future. Many suggestions were made as to kinds of communication which could or should be instituted.

Several systems for interlibrary communication and lending have been proposed. The new seven-county library study nearing completion under the auspices of the Southeastern Wisconsin Regional Planning Commission will make recommendations in this area (see Addendum). The Council of Wisconsin Libraries has proposed a statewide interlibrary loan system, but it lacks adequate financing to implement it.

Mr. Earley of Gilbert M. Simmons Library suggested that any communications system should provide "a quick means of relaying information, perhaps through Cable TV or other electronic gadgetry, and cooperative listings of holdings." Mr. Gerald F. Perona, reference librarian of the Kenosha Campus of Vocational Technical and Adult Education Learning Resource Center (VTAE), added, "A union catalog of all libraries in this area is needed. Investigation of TWX and computer links between libraries in this district, not just public libraries, should be begun."

Miss Mary Reynolds, Supervisor of Materials Processing at the Racine Public Library, suggested that a statewide system should be instituted to: "search for and provide materials outside Wisconsin not available within the state; establish a statewide mail service to shut-ins; provide all libraries with special information such as a union list of serials and location of special collections, and provide a computer center available to all libraries for direct book ordering and other record keeping."

Other possibilities were suggested in these comments by Ms. Pineles of the Beloit Public Library:

> A county or multi-county library system would be very helpful, with a telephone network, and permitting a patron to borrow books from any of the libraries in the system — and return them to any library. It would make it possible to share the most expensive items — such as 16mm films, and provide an additional resource for books that are currently out of circulation, or not owned by any one of the libraries in the system. It would also make it possible for the specialists in any library to share their knowledge with other libraries — for instance business materials, genealogy, ethnic studies. It would help us with publicity too; cable TV is available to all of us, but we don't have the staff or skill to take advantage of it. A library system could share the services of a publicity expert for not only TV programs, but radio, newspapers, posters, special programs and all sorts of community relations activities.

Communication among libraries of educational institutions present a special problem. "College and university libraries have long shared materials through interlibrary loan," reported Mr. Perona of VTAE in Kenosha. "However, since there exists no single listing of holdings for these libraries, especially in this area of the state, much time and money is wasted in trying to locate needed materials. What perhaps is needed is a more effective system of communication among schools in this area."

Mrs. Joseph Walsh, Librarian of Milton College in Milton, said that proposals for a statewide interlibrary loan system "will be of value to the small, private liberal arts institutions only if undergraduate loans are permitted through this program. The voices of these institutions must be heard before finalizing any program. Their problems and needs are unique from those of the state supported institutions." Mrs. Walsh also pointed to the MINITEX system in Minnesota as an example of an interlibrary communications network "which provides service to Minnesota libraries on a first-come, first-served basis."

5) *What steps have been taken to improve library services to rural communities and economically or culturally deprived segments of the population? What are the deficiencies in this area?*

Lack of funds was cited by many respondents as the primary factor affecting expansion of services to potential library users who are not now reached. Librarians at Janesville and Beloit Public Libraries and Eager Free Public Library in Evansville reiterated that the discontinuation of the Rock County system has hampered their ability to extend services to rural areas. Janesville Public Library Director Irene Blackford pointed out that rural opposition to a library tax levy is high, "even though rural area residents have the most benefit to gain from library system establishment."

The Lake Geneva Public Library used a Right to Read grant to provide for a storytelling program in rural areas. Although the program was successful, its future depends on the decision of the Walworth County Board. The Gilbert M. Simmons Library in Kenosha is seeking federal aid to provide programs for the Spanish-speaking migrant worker families who have settled there. The library has also established a "Book Nook" in a local church center to service children who might not otherwise have access to the library.

I enclose with this statement descriptions of several projects in Racine, furnished to me by Miss Gertrude Morgan, Supervisor of Extension Services at the Racine Public Library. These federally financed projects include paperback collections in Racine neighborhood centers, the Older Adult Day Center Book Service, the "Book House" project for preschool and elementary school children, the expansion of the children's collection through a Right to Read grant and the Southside Neighborhood Center book room project.

Mr. Lenox of UW Center-Rock County offered the following general suggestions: "Bookmobile and storefront service with special collections of interest to a neighborhood or ethnic or racial group should be developed wherever meaningful through the public libraries. All important consideration to the economically deprived, the aged and the handicapped is transportation. We may need to take service to these people directly — not once in a while, but consistently and constantly. Hospital services, in general, veterans and mental hospitals, should be provided at some level (probably at the public level)."

6) *What are the priorities envisioned in current planning for future development of library facilities and services?*

Many respondents wrote of the need to expand in terms of space, either through additions to existing buildings or through establishment of branch facilities to provide greater community access to libraries. Most librarians said the lack of funds available stymied realistic plans for future growth.

Mrs. Susan Maez, Librarian of Aram Public Library in Delavan, wrote: "Our present facilities are not adequate for any expansion of programs and services such as film-lecture series, private study areas, music and listening room, meeting room, etc., but there is no current provision in the city budget to include any of this. I feel our priorities for the future should include expansion of the existing facility plus ways to make service more available to rural residents through bookmobile service, mailing program and projects for the elderly such as large print books. Since the amount of our allotted budget controls all our present and proposed projects, securing adequate local support is our biggest concern."

Mr. Earley of Gilbert M. Simmons Library pointed to the urgent need for a central library building for Kenosha (books, he said, are currently stored at the City Water Department). "County-wide planning and tax support is needed for adequate service to all residents," he wrote. "The new building should reflect this expanded service." Mr. Lenox of UW Center-Rock County suggested that new library buildings "must be built for all people — handicapped, aged, children, students, educationally deprived and so on" and that they should reflect the technical innovations which have been introduced in more modern libraries and schools.

Rock County Librarians in Janesville, Evansville and Edgerton again underscored the need for county-wide cooperation, information retrieval and interlibrary lending. Beyond this, a statewide system "would certainly benefit rural and deprived areas," according to Miss Young of Edgerton Public Library. "It seems that the greatest need is to educate the users, largely rural, in the value and importance of library service to all."

Mr. Mills of the Racine Public Library would like to see library service extended throughout Racine County. Current planning envisions additions to the main building, two or three branches or outlets in various parts of the city and mobile service for outlying communities in the county.

Ms. Pineles of Beloit outlined the need for additional staff and summarized the problems of most libraries in a cogent analysis:

> What we need most, right now, is more staff — to make the community aware of the advantages offered to them by their public library. We should be reaching the people who are poor, semi-literate, people with failing eyesight, businessmen, tradesmen, skilled workers and many others for whom we can provide valuable information but who never think of the library as a source of useful materials to themselves.

There is much sophisticated gadgetry discussed in plans for future public library service, such as being able to read a book on your television screen at home, but most public libraries are struggling to keep from slipping backwards and are not able to hope for such facilities for a long time to come.

7) *What role should government at the federal, state and local levels play in the improvement of library services?*

Again, financial assistance was the most frequently mentioned item. Several librarians felt that federal and state funding of libraries should be increased in lieu of local financing, because many citizens are not willing to tax themselves at the local level to ensure good library services. Ms. Blackford of Janesville suggested that, to this end, "any property tax relief would be welcome."

On the federal level, several respondents mentioned the necessity to improve services of the Library of Congress. Mr. Lenox of UW Center-Rock County suggested that the Library of Congress should be maintained and developed as "a national library which serves the bibliographic needs of libraries throughout the country and can be a guiding force in systems development and general library practice. It is currently too isolationist as a library service to the federal government." Mrs. Walsh of the Milton College Library wrote:

> Of importance to all libraries is the need for the federal government to increase its support of the Library of Congress, National Library of Medicine and National Agricultural Library at the "National Libraries." Strengthening the programs of these libraries will be necessary if any of the rest of the country's libraries is to cope with the "information explosion." Clearinghouse and information retrieval centers open to all libraries and users are needed. This must be subsidized by the government. Many excellent studies and programs initiated during the Johnson Administration have been cut back because of lack of funds. These should be restored.

Also on the federal, several librarians mentioned the need to increase federal appropriations under the Library Services and Construction Act to the higher levels of previous administrations. Mr. Grindeland of the Racine Unified School District made the following suggestion: "To dramatically improve library services, federal and state governments should require minimal guidelines regarding facilities, staff and materials and should provide some matching funds. Presently school libraries receive monies mainly for materials under the ESEA Title II Program and are not included in funding for facilities as are public libraries."

Mrs. Walsh of Milton College explained the problems of private colleges: "For the past two years, many libraries of the private liberal arts colleges have not qualified for grants under the Title IIA Program as they did in the past. This is because the criteria have been changed to concentrate on those institutions serving large minority group and disadvantaged student enrollments. While the needs of the above institutions should be met, they must not be met at the expense of ignoring the very real needs of institutions serving middle class students."

At the state level, many respondents felt governments should be the central coordinating agency for interlibrary cooperation and loan programs. Mr. Mills of the Racine Public Library suggested that the state maintain regional library depositories for the overflow materials from both academic and public libraries. Mr. Lenox of UW Center-Rock County suggested that the state should oversee regional reference and processing centers which would coordinate interlibrary lending. He added, "Coordination of federal funds to local libraries within the perspective of a region, and indeed the state, should be done at the state level."

The role of local governments in library development elicited conflicting opinions. While some respondents felt that local government must continue to share the responsibility for libraries, others felt that local support and oversight should be either reduced or eliminated. Mr. Lenox summarized the opinions of the latter group:

> Local government role in library service should be diminished since library service in a mobile age should be more highly diversified and coordinated. Local governments can be an impediment to larger movements in library service which they do not understand. In a time when county library systems and in fact larger systems are springing up or growing throughout the country, one was allowed to die here (in Rock County) — for shame! For all the reasons related to property tax, libraries, like schools, should be funded by state or federal income tax.

The following information provided to me by Mr. Mills of the Racine Public Library dramatically sets forth the problems of local financing of libraries:

> The comments here refer to Racine County. Five public libraries operate in the County — the Cities of Burlington and Racine, the Villages of Union Grove, Rochester, and Waterford. Each of the remaining thirteen municipalities has purchase or service contracts with one or more of these libraries. Legal access to a public library is, therefore, not a problem; geographic accessibility to an adequate service point is.
>
> The support aspect can be summarized by the following 1971 data:
>
> Net cost of public library service for 1971 among the five municipalities having public libraries was:

	Mill rate on full equalized value	Per Capita Cost
High	0.91	$5.31
Low	0.24	1.53
Median	0.55	4.16
Average	0.55	3.61
Among the thirteen municipalities contracting for service		
High	0.46	$3.66
Low	0.08	0.78
Median	0.21	1.76
Average	0.22	2.02

> Even so, one Town (0.11 mill) terminated its contract with Racine (retaining its contract with Union Grove) to prevent its cost from exceeding $1.00 per capita; a second Town (0.38 mill) discontinued all mobile service in order to save money.

The new "library systems law" (Wisconsin Library Laws, 1971) makes possible county funding under a consolidated system or county-municipal funding under a federated system. It is expected that the County Board will act in the near future to appoint a County Library Planning Committee to review the possibilities of a public library system for the County. In the event a system is established, state aid, if fully funded, would produce slightly less than $130,000 or about $0.70 per capita.

Addendum

The Southeastern Wisconsin Regional Planning Commission (SEWRPC) serving the counties of Walworth, Racine and Kenosha in the First District in addition to Milwaukee, Ozaukee, Washington and Waukesha Counties, initiated a comprehensive library planning program in 1968. I call the attention of the Commission to the prospectus of this program which I submit with this statement. Publication of the final report on the SEWRPC program is expected shortly. I will submit a copy of the report for the use of the Commission when it is completed, as I am certain it will be useful to you.

Again, I wish to express my appreciation for this opportunity to express the views of the librarians of the First District. I also wish to make a matter of record my gratitude to the librarians who responded to my questionnaire on very short notice. Not all the librarians I contacted were able to meet my rather unrealistic deadline, but I am certain those who were able to respond brought to my attention many of the concerns of their colleagues. I hope that these comments will prove useful to the Commission in its work.

DALE B. BAKER
Director

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STATEMENT

Prepared for the
National Commission on Libraries and Information Science

INTRODUCTION

In the period immediately following World War II, scientists began to be aware of the problems of communicating scientific knowledge and to recognize information science and technology as separate fields with major problems to solve. What had been viewed vaguely as "the literature" of science and technology began to be recognized as a loosely coordinated, imperfectly developed constellation of activities including: (1) The publication of original papers, patents, and reports in the "primary literature"; (2) The creation of information accessing tools (principally abstracts and various forms of indexes) constituting the "secondary" services; and (3) The maintenance of libraries, other forms of depository, and information centers where the documents can be physically accessed and used by those who have a need for the stored information.

Within the past decade or so, increasing efforts have been made to improve the coordination of these activities and to increase the efficiency of the overall information-transfer process. The American Chemical Society (ACS) has been deeply involved in these efforts, since it represents the viewpoints of a primary publisher (some 20 journals), a secondary service (Chemical Abstracts Service, one of the world's largest discipline-oriented secondary information services), and the generators and users of scientific information (a membership of some 100,000 chemists and chemical engineers.)

All of the information activities of the ACS are based on the assumption that libraries will provide back-up to the scientists in his need for primary documents. In particular, the secondary services of the Chemical Abstracts Service (CAS) are designed to help the user to identify primary documents of interest to him, with his actual information needs to be supplied from the original documents. It was the latter intention which led to the development of the CAS SOURCE INDEX (CASSI), which lists the holdings of some 400 US and foreign resource libraries corresponding to primary publications covered by CAS services. CASSI is kept up-to-date by quarterly updates.

Automated Information System

The American Chemical Society has been a pioneer in the development of automated information systems and is now in the midst of a long-term development effort to create a full-range automated system for processing information.* This system will be characterized by one-time processing of information, avoiding multiple intellectual and clerical handlings of material that have characterized previous publication systems. The new system will concentrate on building a Data Base of fully validated information, with all selection, editing, and correction having been accomplished with computer assistance at the input stage. The appropriate combination of data elements for any given service will be selected from the Data Base, organized, formated, and composed for the intended use. Both computer-readable services and printed services are derived from the same files, with appropriate formating variation supplied automatically by the output programs based on the data content of the package. The system will depend on automated composition based on CAS-developed software that will handle the entire range of some 1500 different typographic characters used in CAS publications. Some of the considerations in the design of this system are described in Annex A. Consequences to the information-using community in terms of long-range effects on information service and of economics of such service are discussed below.

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* The development of this system has received substantial funding from the National Science Foundation.

LONG-RANGE EFFECTS OF AUTOMATION

The automation of information processing will considerably reduce unit processing costs, improve the timeliness of service, and increase the accessability and lengthen the useful life of information. These benefits in themselves justify the expense of system development and installation. However, such automation, while it is essential if the larger secondary services are to survive, is only a first step toward long-term stabilization in the supply of information to the worldwide scientific and technical community. For, although use of the computer provides a very substantial improvement in processing economics and greatly extends access to the stored data, it does not lessen the duplicated effort in the chain of information handling leading from primary publication to accessing service to library to the user. And it reduces neither the multiplicity of systems recording the same information in various natural languages, nor the growing overlap in secondary services growing out of the rapid progress in the integration of all sciences and technology. Thus, a lasting solution to the problems of information supply can come about only if unuseful overlap is eliminated across the complete range of scientific and technical information-handling activities on a worldwide basis. This will require efficient combination of recording, processing, and dissemination activities from the point of information generation through publication and organization into archives, and the associated efforts of establishing effective early and continued access to the growing information store and of evaluating the stored data.

Some of the effects of close coordination of elements of the present information supply system are discussed below.

Primary/Secondary Interlinkage

The work of building and using primary publications, secondary services, and archives is in large part repetitious. Much of the effort expended in recording and editing the content of a paper for primary publication is repeated in building the secondary services, and many elements of bibliographic and subject data are copied and edited over and over again in the routine process of reporting, storing, and retrieving information. It is obvious that if processing operations could be suitably combined, integrated, and automated, much of the highly duplicative effort could be avoided with the resulting major saving in overall processing costs. Such combination would also yield savings in time between the submission of a manuscript and the availability of detailed access to the information, and greatly improved quality and retrievability of the information. The integrated automated system would avoid opportunities for errors in multiple copying/editing/correcting cycles and would thus justify increased intensity of the remaining editing steps.

The combining primary and secondary processing would also provide the possibility of a single intellectual effort from which issue and volume author and subject indexes for both primary and secondary publications would derive. Corresponding abstracts and index entries could appear in both the primary journal and the secondary journal at essentially the same time. Primary/secondary interlinkage is discussed more fully in Annex B.

Integration Across the Range of Scientific Disciplines

The primary record of science and technology is characterized by a single published account of each accomplishment; this single report supplies the details and the investigator's conclusions for all interested parties, regardless of the framework in which the results might be utilized. Information-accessing services, whatever their subject orientation, follow the author's emphasis in focusing on the *new* information in each paper, patent, or report. "Newness" is judged largely on the basis of the author's emphasis, which in turn is guided by strong pressure from the scientific community for authors to recognize previously reported work. Each primary report appears in the jargon of the appropriate specialty field and in the format of the primary journal in which the author chooses to publish. This system of building the primary record focuses the cost of creating the archival network, distributing the expense among those who gain benefit from the record. Those who benefit include the author, who is often asked to pay a "page charge" for publication, and the users, who pay subscription fees.

In contrast, tools for providing access to this primary information resource are far less singular in their focus. Since a given paper usually involves many sciences and technologies, details of the work are likely to be of interest to a wide audience. Any information in a given report may be applicable in many combinations of practice or interpretation. Thus, any report should be accessible through search for any one of its essential information elements, and each route of access should be subject-organized to assure easy use. Such organization requires the use of broad terminology in the corresponding subject indexes rather than highly specialized jargon which, because it is very limited in its employment, is often difficult for the non-specialist to interpret reliably. Of course, cross-references from specialized jargon to the broader terminology are very helpful. Overall, there need to be several routes of subject access to a given primary paper, patent, or report. It is these different routes of access to a primary publication, not the nucleus of new information from that publication, which distinguish differently oriented secondary services from one another.

The focus on new information described in the jargon of the corresponding paper, patent, or report explains the frequent use of essentially the same abstract in differently oriented secondary services. Subject orientation of a given accessing service is supplied in the terminology and organization of the entries in the corresponding indexes.

These facts suggest an approach to economy in building information-accessing tools: exclusive coverage of mutually agreed-upon primary publications by each of a number of coordinated secondary services. Such services would have different subject orientations and would overlap considerably in coverage without the agreement on exclusive coverage. This kind of mutually exclusive coverage can be made practical by the creation of two-way terminology bridges in the indexes of each coordinated service. This type of index bridging would permit users to execute a single search using coordinated services. A search would be started with any one service and would then be extended into other services by easy identification of equivalent terminologies. This type of coordination of services, of course, would require that the users have a full definition of the boundaries of the exclusive primary coverage of each service and that index bridges among the coordinated services be readily apparent.

The building of effective index bridges requires that the individual coordinated indexes use precise terminology which in turn would require an efficient vocabulary control system for each operation.

International Decentralization

To build an internationally based information system is more than just a matter of providing complete coverage of all the world's published primary literature associated with a given subject area. However, for an effective international system to be viable, its design must recognize that beneficial use of the primary literature depends upon its availability through local library facilities. It is also clear that patterns of use of information within any given local community are deeply influenced by respective national governments. In such a framework, the establishment of a worldwide information system depends not just upon sharing the responsibility and expense of generating and initially recording worthwhile information. There must also be shared responsibility for developing and maintaining an automated information-accessing system and international network of archives for the published record. The non-US participation in building a new system is necessary to assure compatibility among information-handling resources and the archives which are already generally established within individual national frameworks. The development of such an international character for the system must be evolutionary, for it would be completely out of scientific character to break the established continuity of subject coverage or of accessing routes.

Shared responsibility for development is necessary to assure that the system can be well utilized in the worldwide scientific and technical community. The concerns of those who will eventually have to utilize the accessing routes must be understood during design of the system if maximum use of the system is to be assured.

There cannot be less concern for system reliability or usability in a decentralized information system than in a centralized one. Therefore, if decentralization of responsibility is to succeed, it must improve community economics in utilizing the system wthout reducing the system's effectiveness. Efficient operation will depend upon large authority files and work files of data and upon extensive, highly refined software. Each input center must therefore make a relatively large investment in hardware, software, and staff to be able to guarantee consistency in carrying out its individual operating assignments and to assure equivalent performance in terms of data reliability, timeliness, and processing costs. Each such assignment must include processing enough information to justify installation, maintenance, and operation of the required processing tools.

These concerns make it evident that there will be a small number of input centers. On the other hand, at least initially, the number of output centers need not be similarly limited, since these centers will operate on highly standardized information packages that can be produced easily in multiple copies. But, when user know-how becomes highly developed and the demands for service based on automated processing become widespread, the number of effective output-processing centers will also be limited. This must happen because the available computer-readable information packages will be large, because each information consumer must depend upon output from two or more processors, and because exercising the available data files effectively and economically will require operational considerations much the same as those of the secondary processor in terms of volume of data handled and investment in developing and operating capabilities. In large-scale use, an output processing center must, of course, be available to the information consumer through many directly connected communication facilities.

Deterrents to Achieving Coordinated Service

There are many complex deterrents to eliminating unuseful overlap in the design, development, and implementation of automated information-handling systems and in the creation of corresponding information services for community use. Basically, however, such deterrents arise from two sources. One source is the different operating policies and motivations of the many vested interests associated with the *de facto* system of information supply. The first source of deterrents includes factors such as the following:

a) Differing financial orientation — for-profit, break-even, and government ownership or operation each imply different goals, concerns, and policies.

b) An organization's mission and/or economic status may lessen willingness or ability to make long-term investments.

c) Problems of obtaining support for one-time or continuing system adjustment, whether that adjustment is to improve existing services, to standardize processing practices for the purpose of reducing user technical problems, or to permit coordination and cooperation with other processing operations to increase long-term viability.

d) Difficulties in developing shared management of combined or interlinked operations.

e) Slow organizational responsiveness. The diffuse nature of membership organizations and their management and the difficulties of bureaucratic red tape that characterize government agencies make quick responsiveness rare. Yet both types of organizations play major roles in generating, processing, and using scientific and technical information.

The second source of deterrent arises out of operational differences among the organizations working in the field. Such differences are illustrated by the following closely interdependent factors:

a) The wide range in scale of operations and the great variability in breadth of subject coverage among the individual organizations. These variances create associated disparities in an organization's management and technical capabilities and in the availability of other resources. For instance, highly automated processing systems usually depend upon large processing volumes to assure economical operation, and broad coverage offers many more opportunities for effective cooperation among processors than does narrow coverage.

b) Diverse standards from one service to another for reliability and consistency in information content and for firmness of production schedules. Such standards are often determined by the useful life-span of each available information service, by the range of alternative routes of access provided by a given service to the information content of the primary literature, and by the nature of the processing system through which the services are produced. Reliability and consistency concern both the accuracy of delivered information records and the need for equivalent validity of unsuccessful and productive searches. Service consistency over an extended period of time may also be necessary so as to assure reliable long-term backup for organizations and individuals with newly developed interests. A special concern for those who utilize computer-readable services is the checkability by the recipient of each new increment of the file for assurance that there are no gaps in coverage.

c) The differences in the needs of information consumers for timely reporting, for informational details, and for long-term continuity of subject coverage. These factors are related to established service production cycles, to competitive pressures upon users, to the affluence of those served, and to the inherent subject characteristics of the information being processed and packaged.

d) The level of sophistication of both information processors and information users and the corresponding operational bias of the processor and of those who receive either hard copy or computer-readable versions of his individual services. There is much variability from one organization to another in: the size of the computer-readable service; the operating policies and practices guiding the acquisition and use of operating systems, utility programs, and specialty software obtained from hardware manufacturers or from other sources; the level of detail of in-house documentation and the degree of control exercised in the design, implementation, and use of automated and manual operations; management and operating understanding of the clear distinctions in the use of the computer in business practice, in scientific calculation, in reduction and organization of numerical data, and in processing a wide range of scientific and technical information; the role of the processing of scientific and technical information in developing overall organizational computing specifications; the amount of inbuilt modularity of application software, which can assure economical system maintenance and upgrading as improved processing techniques and hardware become available; the stress on evaluation of processing efficiency and reliability as the overall system develops and in day-to-day operations; and the effectiveness of monitoring of routine workflow.

e) The rate of change in workload characteristics, hardware, and processing environment within a given organization.

f) The distinctions between routine production of services and the exercise of these services in supporting those who actually use information. Production requires review and control of each information record, while use of a service involves review and reliable selection of limited portions of the total record to identify candidate documents for the information consumer.

g) The level of investment in activities directed at informing or educating users in the characteristics and use of a given service as it grows and changes.

Standardization and Transfer of Technology

Overcoming such deterrents cannot be accomplished by decree. At best, it is a slow process which requires the education, understanding, and cooperation of many individuals and organizations. Such changes can, perhaps, be hastened by coalesced user guidance based upon broad community experience with computer processing of information. Such guidance requires organized initiative by the information-user community across the full range of science and technology.

It is not presently possible to establish exacting general standards for automated information processing becouse there are too many available hardware/software alternatives of inadequately defined equivalence and because information processing is still largely in the area of empirical technology in contrast to the domain of recognized science. Thus, the required community-wide cooperation in information processing must build in a stepwise fashion based upon initial adjustment to generic principles of processing compatibility. It must start with the identification of data components required in specific types of information records which are widely used in the scientific and technical community — for example, agreement upon the data components in a bibliographic citation constitutes a standard; details of citation organization and format are of secondary importance. However, the community must also agree upon benchmarks for record reliability and the capability for automatic validation as well as upon such mundane matters as standard alphabetic transliteration and abbreviation practices. It is not likely that general community standards can be established for details, such as timeliness, which have widely different levels of acceptability from one field to another. This implies that the first steps in establishing transferability of information-processing know-how, in developing shared processing responsibilities (including the building of information networks), and in improving overall community information-processing economics is to define in detail the informational components of each type of record to be routinely transferred and to establish the level of reliability required for each such data record.

With the wide range of existing operating environments, it is obvious that well-documented processing techniques are more readily transferable than programs or systems which incorporate these techniques, no matter how well the programs and systems may be documented.

ECONOMIC FACTORS

The developing CAS computer-based system will materially affect the economics of the CAS information-processing operation. An overall objective of CAS is to achieve price stability, and the effort in this direction is a far-reaching multifaceted activity that embraces every aspect of CAS operations. The following brief discussions illustrate some of the interrelationships among costs, prices, and expenses on the one hand and coverage, decentralization, and interdisciplinary cooperation on the other.

In these discussions, "price" is used to mean the price established by the ACS Board of Directors for a defined CAS information package such as CA. "Cost" is used to mean the cost to the subscriber for an informational component or unit of a defined CAS package; for instance, in 1971, CAS covered 350,105 documents and the CA subscription price was $1950, therefore, the 1971 cost per document covered was 0.557 cents. "Expense" is used to mean the full expense of producing and distributing the corresponding CAS product including all applicable overheads. Obviously prices must rise if cost, expense, and/or the number of information units per package rise, unless there is an offsetting reduction in one or another of these three dimensions.

Decentralization of CAS Operations

Decentralized input and output for processing and distributing chemical information will not reduce the expense of maintaining the CAS System. In fact, decentralized operation will increase the expense of processing a unit of information because working tools will have to be duplicated among the various processing centers and the operations of these centers will have to be closely coordinated. However, the attainment of a single system would remove the wasteful duplication inherent in producing very similar services in several languages, thereby making the funds spent on multiple systems available for purchasing the output from the single system. The net result would be increased use of the single system. Thus, the fixed expense of input would be spread over a larger number of subscribers with a consequent lowering of subscription prices.

Discipline-Oriented Services

Cooperation among the information services of different disciplines also offers possibilities for price stabilization. The increasing integration of subject matter in the various disciplines of science and technology causes the rapidly growing primary record to have increasingly wider usefulness across the traditional scientific and technical disciplinary boundaries. It is this factor which leads to coverage overlap and accounts in large part for the CA growth rate of 8.2% per year in contrast to the overall growth of primary publication, which more nearly approximates 5% per year. (See Annex C.)

To be complete, each discipline-oriented information service must cover many documents that deal with information of concern to other disciplines as well as its own. For example, CA, as a discipline-oriented service, covers only 263 primary publications completely.* Yet 2000 primary publications provide about 90% of the CA nonpatent coverage and approximately 12,000 different nonpatent primary publications contribute to CA nonpatent coverage during five consecutive years. Obviously the proportion of information that is of interest to chemistry is very small in very many of the journals covered, and obviously many of these journals are covered by the information services of more than one discipline.

Coverage overlap leads not only to duplicative abstracting, but also to duplicative indexing. Not all concepts in a given extract are carried into any given discipline-oriented index, nor do all concepts receive duplicate index coverage. However, CAS experience is that the main concepts of subject index coverage generally do include details which are of concern to two or more disciplines. Thus, there is very significant overlap in concept coverage of secondary indexes as well as in coverage of primary documents by secondary services devoted to different disciplines.

This situation leads to inconvenience for the information user when he must utilize indexes from two or more services centered in different disciplines. These services may be fully independent, partly coordinated, or fully coordinated. Two fully coordinated secondary services would have no overlap in their coverage of primary publications and they would provide full cross-reference of indexing terminology used in the two different services in each of their corresponding indexes. Clearly, few if any services are fully coordinated today. Rather, at present, almost all of the discipline-oriented services operate fully independently. In those few cases where coordination does exist between services operating in different disciplines, the extent of coordination is very small.

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* Completely means every paper in every issue of the journals.

If the appropriate information is to flow into an organized, discipline-oriented data base and remain retrievable, and if the discipline-oriented services cannot afford to independently process the full range of potential primary source documents, then there must be an agreed-upon division of the primary information among the broad-range secondary services. Only then can there be well-coordinated, single coverage of the primary literature. This cannot occur until effective two-way linkages can be built between the secondary services to permit the information user to shift readily from one secondary information store to another information store in a neighboring discipline. When this happens, the overall rate of growth of the literature and the rate of buildup of secondary processing costs can be brought into balance.

It is important to emphasize, however, that interdisciplinary cooperation and coordination, like the decentralization of CAS operations, will not reduce the expense of processing a unit of information. Again, the unit expense for processing information will be higher than for a single processor because of the additional expense of maintaining administrative and technical coordination. However, since interdisciplinary cooperation reduces the number of units per secondary package, there is a net reduction in the package price for each secondary service. In addition, the user buys coverage of a given segment of the primary literature from only one secondary service.

Interlinkages of the Information Generator, Primary Publisher, Secondary Service, and Information User

Reduction of repetitive processing between the generator of the information, the primary publishing operation, the secondary services and the information users offers the possibility of actual reductions in the expense of processing a unit of information through the full processing cycle. Maintaining compatibility across all or part of the overall information-processing cycle can greatly reduce the total effort required to process a single unit of information. Again, however, the increased coordination required to administer the system will offset some of the gains realized by the increased cooperation.

More Efficient Processing

The unilateral CAS shift to a computer-based processing system will make processing more efficient. The net result will be lower unit-processing expense for information handled in the system, provided that the definition of a unit of information remains constant. Other improvements in processing efficiency can be expected over the long term as a result of new equipment and new techniques introduced through community development or as part of the CAS research and development effort.

The point that should not be overlooked in the development of a computer-based processing system is that it is this system which makes feasible each of the above attacks on price stabilization. All of the major information-handling services throughout the world are facing serious economic problems. Each is considering the many causative factors and investigating workable alternatives to traditional publication processes. The potential of the computer provides a common ingredient of the apparent solutions for many of these services. The shift to an automated system, while it improves individual performance, also offers the additional opportunities identified above. The pressure for developing such interlinks come not only from the processor community, but also from the user community. Users soon realize that whereas the joint intellectual use of two or more printed secondary services which follow different publication practices causes few major problems, joint use of computer-readable files from two or more processors which follow different recording and/or compilation practices can cause the user serious operational problems. Thus, the users will insist that processors establish compatible processing practices.

Pricing of Computer-Readable Services

With very few exceptions, the large computer-readable data bases which are distributed to the public are derived in combination with the production of printed services. This relationship is likely to continue in the foreseeable future, for sales of the corresponding printed version will continue to provide most of the required support. The buildup in use of computer-readable services over the 1965-72 period offers no indication of an early breakthrough in community acceptance and/or community ability to utilize such services effectively and, therefore, no strong prospect of quick buildup in revenue from these services to shift the balance of support from the printed services. With this background it is not surprising that there is considerable misunderstanding of the approach to marketing of computer-readable information services. This misunderstanding is further extended by the many differences in pricing practices followed by the distributors of computer-readable services and by recent developments in copyright matters. The following points are intended to focus on the reasons for the wide difference in price levels established for the various computer-readable services.

1. Low prices. These are intended to provide revenue to offset only the *direct* expense associated with distributing the computer-readable files, which are equivalent to the printed publications that provide the revenue to sustain publication. None of the expense associated with producing the corresponding current printed publications is recovered or intended to be recovered from the sale, lease, license, etc., of computer-readable services.
2. Medium prices. These are intended to provide sufficient revenue from the sale, lease, license, etc., of computer-readable files to offset a "substantial" portion of current (ie., immediately corresponding) expense associated with generating the delivered computer-readable files *and* the equivalent printed publications.
3. High prices. Prices set so high that the number of organizations which acquire the files will be very small assure that:
   a. The demands on the supplier's staff by users of the computer-readable services will be very low. This practice is almost entirely restricted to governmental information services which are not premised recovery of the cost of production.

   OR

   b. The distributed copies of the computer-readable services will in no way interfere with the acquisition of revenue from the sale of the corresponding printed publication(s) or service(s) upon which the processor depends to recover the full cost of operation and, where applicable, his profit.

Low and Medium prices are directed toward the same result — the acquisition of sufficient revenue from the distribution of the computer-readable services to reduce the demands upon the corresponding printed publications as a revenue source. However, these two types of pricing differ in timing, with medium prices aimed at immediate results and low prices aimed at encouraging the community to help in developing the capability to benefit from computer-based information services. (Medium pricing appears likely to lead to data bases available to a much smaller number of organizations and individuals in the next several years than will low prices. Low pricing, therefore, has the likelihood of providing lower per-unit prices for information five years from now than has medium pricing, because low pricing stresses establishing wider participation in use of the system and thus wider availability of the resource files.) If either of these two alternatives are essential to immediate survival, obviously medium pricing is the choice.

The short- and long-range results from any one of the pricing variants will be strongly affected by the administration of the distribution system. The freedom to experiment is essential to growth in utility, increased ease of use, and better economical performance. If the distributing organization does not encourage experiments in using these services, they will not grow into important tools within the next ten years.

CAS has followed and will continue to subscribe to the low-pricing alternative. CAS believes and publicly states that: (a) No large information user can depend upon the services supplied by any single information processor. (b) That the present objective of the marketing of computer-readable services should be to expand the range of users which can benefit from such sevices without regard to which processor supplies the services used by a given subscriber.* (c) Computer-readable services, if marketed properly, offer a means of gaining appropriate financial support from the benefiting information-consumers of such services to complement the support of users of the printed services, helping to assure overall economic viability of the sevices.

It is to be noted that computer-readable services in science and technology are used almost entirely to provide alerting services [usually called selective dissemination of information (SDI).]. There has been little development to date of retrospective search capability, and this capability will probably not develop soon except in highly specialized areas.

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* The latter point is illustrated by the CAS invitations to other information processors — non-profit and for-profit — in the CAS-conducted seminar on the use of the CAS INTEGRATED SUBJECT FILE in May 1971.

MARY C. BAKER

Great River Regional Library
County Service
St. Cloud, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Because money is becoming tight on local levels, there is a great need for additional funds.

Much has been done in Minnesota in rural and urban areas, but without federal funds, there will have to be a serious cut back in the services started and planned.

I also urge that funds be made available for library construction purposes.

BARBARA BALLINGER
Head Librarian

Oak Park Public Library
Oak Park, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The medium-sized suburban public library in the Chicago metropolitan area has some of the same opportunities for providing service to individuals from a wide area and some of the same problems concerned with more adequate financial support that exist for the large metropolitan library. Having large collections and more space than smaller public libraries nearby, the medium-sized public library quite naturally attracts users from surrounding communities. If the larger library is in a retail shopping area or if it houses significant collections of a library system, it has additional attractions to increase its use.

Some statistics from Oak Park Public Library suggest the extent of one library's role in providing service to residents of an area wider than the community in which the library is located. On two days in February 1971, some 19% of those filling out a questionnaire given to all those who came in to the library were from other communities — suburban and Chicago. In August of 1972 a count of the requests for periodicals in Oak Park's Main Library showed that 45% of them came from residents of other communities and from the Suburban Library System reference service for other community libraries.

Clearly the medium-sized public library provides services which extend beyond the boundaries of its local community; thus there is a clear need for financial support above that provided by the local community.

Some public libraries, such as Oak Park, receive reimbursement from their library systems for providing reference or interlibrary loan services to other libraries, but most medium-sized libraries are not in this position. Their income is derived from local property taxes without supplement from state tax sources.

Presently there is a concern that the local property tax does not provide an equitable means for giving educational opportunties to all residents of a state. Along with this there might also be a concern related to the fact that some communities, city and suburban, are providing services without commensurate financial support.

The medium-sized public library, by virtue of its size, is in an excellent position to give services not only to its own community but also to residents of neighboring communities. However, more equitable financing, with maintenance of local responsibility for library operation needs to be provided if this kind of library is to realize its full service potential. Other important concerns of libraries of all sizes include:

1. Better ways of assessing community information needs which the library can serve, and more reliable ways of measuring the effectiveness of services given.

2. Development of better and more readily available information about the nation's library resources and standardization of methods of reporting library holdings and operations.

3. The need for improved means of transferring books and information between libraries. Emphasis should be placed on more timely delivery of library materials to the library user.

4. The potential for faster processing of new books in individual libraries through further development of cataloging in publication.

5. Inter-community cooperation for most effective library use of cable TV.

6. The need for effective cooperation in such library activities as provision of telephone reference service beyond usual library hours, automation of circulation procedures, and library publicity and public relations.

JOSEPH BENSON
Librarian

Joint Reference Library
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to make some comments to the National Commission on Libraries and Information about special library problems in a metropolitan area. While libraries have always been conscious of a community of interest, the help of the Commission will be welcome in focusing on ways to provide the very best library and information service to all people in all of their various pursuits.

Special libraries have a unique role in any attempt to make information available to people wherever they are and wherever the information is. By their nature special libraries traditionally have served a special clientele, often have served other libraries especially other specal libraries, and somewhat less often have served as a general community information resource. Much could be done to extend special library information service. In the Chicago area both the Illinois Chapter of the Special Libraries Association and the Illinois Regional Library Council foster cooperation among libraries. The encouragement of cooperative projects of either or both of these organizations has the potential of developing more service by special libraries to the community at large. Whatever the Commission can do to continue and increase federal, state, and local governmental funding and private funding of such cooperative projects can help materially in making comprehensive library service available to everyone.

Organizing material for use in a special library becomes a problem in many subject areas for which sufficiently detailed classification schedules and sufficiently specific subject descriptors are not readily available. A great deal has been done in the general library community and among special libraries to provide for special subject needs of this kind. There are, however, two important problems in dealing more effectively with bibliographic control in special subject areas. One is the inadequacy of financial support, especially in the humanities and the social sciences. The second is the lack of a mechanism for coordinating special efforts to control highly specialized subject areas and for making such efforts compatible with major existing systems, specifically with the Library of Congress and Dewey systems. Both of these systems are key resources in national efforts for bibliographic control. If authorized scholars in special subject fields could elaborate subject classification schedules and identify the very specific subject descriptors necessary in specials fields in such a way as to make these class schedules and subject descriptors compatible with one or the other of the national systems, might the existing national system agree to recognize such work as an authorized extension of its schedules or subject list? The problems of effectuating a workable scheme for authorized extensions of the two large national classification systems are forbidding indeed. Yet the need for standardizing bibliographic controls appears more and more important as libraries and information systems become more and more interdependent and as the conception of all information being made available wherever it is needed becomes an achievable goal.

ROBERT E. BOOTH
Professor and Chairman

Department of Library Science
Wayne State University
Detroit, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for your letter of July 17 inviting me to submit comments for consideration by the National Commission on Libraries and Information Science.

One of the great issues facing librarianship, in my judgment, is that of making more effective utilization of library manpower. Currently there is very important work being done in the state of Illinois through the Illinois Library Association with cooperation of the LED and LAD of ALA. This project is known as the Illinois Library Task Analysis Project. The project is currently in Phase III and Miss Myril Ricking and I are working as consultants to the project. In earlier phases of the project, the Ad Hoc Committee of the Illinois Library Association engaged Social Educational Information Development, Inc. (SERD) of Silver Spring, Maryland, to engage in an extensive task analysis operation. SERD identified 1615 tasks performed in all types of libraries, at all levels, from custodian through library director. At the present time, Miss Ricking and I are producing a handbook which interprets the SERD data and hopefully will make it possible for libraries at the local level to take meaningful steps to make more effective utilization of the human resources available to them. Our approach has been guided by the principles of differentiated staffing reflected in the 1970 ALA Policy Statement on Library Education and Manpower. This covers positions at five levels (senior librarian, librarian, library associate, library technical assistant, and clerical). It is my observation that forces are operating in the U.S. at the present time that seemingly bypass the concept of differentiated staffing expressed in official ALA Policy. I refer specifically to efforts which in my judgment overemphasize one level of employment, namely, the library technical assistant, without consideration of the total spectrum of which the LTA is but one part.

I would be pleased to meet before a hearing of the Commission and would suggest the following people as additional resource personnel you may wish to contact: Myrl Ricking and Tom Brown.

GERALD M. BORN*
Executive Secretary
Association of State Library Agencies
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity of submitting testimony relating to state library agencies as the National Commission on Libraries and Information Science goes about the task of setting its priorities for action.

The problems faced by state library agencies are not as clear cut as those in other types of libraries due to the great diversity that exists in function and organizational patterns in the various states. In a recent survey the Association of State Library Agencies found that only two functions were held in common by all of the state library agencies, viz., the extension of services to public libraries, and the administering of federal LSCA funds. Often the other functions are divided among two or more agencies. Generalizations, therefore, are difficult.

The state library agency is a slumbering giant among libraries with the potential of bringing order to library services of the states through coordination and positive leadership.

Several things hamper the state library agency in assuming this role.

(a) The lack of adequate funding. Over the years a long tradition of underpaid and overworked staff has diverted much talent to other types of libraries.

(b) The political framework in which they operate. Political appointments have often meant that professional and supportive staff was not capable of meeting the challenge of a sophisticated and demanding program. Too often the state agency has become a political football.

(c) An orientation to the public library. This well intentioned emphasis has often excluded state library agencies from involvement with all types of libraries in the state.

(d) The lack of a clear-cut political base of support. Since the state library agency, in most cases, is an intermediary and does not offer services directly to its patrons, rather through another library or another agency, it is almost invisible and gets lost in a governmental maze and has a difficult time in identifying a public which can speak for and defend it.

(e) An attitude of apathy. Change at the state level requires gigantic outlays of time, energy, and endless hassels, with little recognition for the struggle. It is not surprising that so few major changes have taken place.

Coupled with the problems of the state agency are those faced by the libraries it serves and which in turn adds to its problems:

(a) Chief among these is the lack of information about the library and informational needs of the people and institutions it serves. Broad based user surveys identifying the library and informational needs of the states are needed. The relationship of the existing institutions and possible alternatives as relating to the resources, the cultural developments, the business and industrial community must be clearly set forth. Only then can goals be formulated.

(b) The tax base problem. As competition for the dollar increases it is becoming clear that traditional taxes are no longer going to be sufficient to finance the anticipated library and informational needs at the local level among all types of libraries. New sources of funding are needed.

(c) The uncertainty of changing jurisdictions and the consolidations taking place. As a result of the multiplication of political jurisdiction following the rush to the suburbs and budgetary strengencies, more and more pressure is being placed on overlapping functions to merge. It is very difficult to plan when everything is in a state of flux. New approaches and new methodologies are needed to cope with change.

(d) The unreached. There is no clear consensus whether the priorities of library and information services is the responsibility of the state or local governments. The solution to the problem continues to haunt people at all levels of government.

State library agencies need to develop strategies that will move them into the position of natural leadership they should assume. Elements of such a program would be:

(a) Increase informational services to state government and other state agencies.

(b) Develop closer relationships with urban public, college, and university libraries.

(c) Encourage the involvement of industry and other significant elements of society in future planning.

(d) Foster broad based user surveys to analyze the society the agency serves and the best methods of relating to it.

(e) Institute programs that coordinate *all* types of libraries.

(f) Develop programs of continuing education for state library agency staffs, their trustees and the profession as a whole, especially in cooperation with library schools and the librarians themselves.

(g) Develop statewide networks of information and resources.

While most of the effort is needed at the state level, other problems which have great bearings on the state library agency will have to be attacked on an interstate or national level in order to find a solution. Standardization of the hardware involved in information storage and transmission is the most pressing. In order to succeed many of the informational systems will have to cross state lines. Only where the hardware is standardized will efficient systems be possible.

The ramifications of the new copyright legislation will touch all types of libraries and in the interest of education a critical evaluation of what is happening must be made and steps taken to see that the flow of information is not impaired.

GERALD M. BORN*
Executive Secretary
Public Library Association
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity of presenting testimony for consideration by the National Commission on Libraries and Information Science, as it prepares to set its priorities for action.

The public library is one of the least visible of public agencies providing community service. Very few other public agencies reach into as many communities, or have a service and self educational tradition comparable to the public library. It is one of the least understood and least utilized agencies in government. Yet it has one of the greatest potentials for providing library and informational services to society. Some 10,000 public libraries exist in the United States, and of these approximately 250 serve standard metropolitan areas with 100,000 population and over.

To meet the challenge of the next 25 years public libraries will undergo a period of rapid and unrelenting change necessitated by the changes taking place in society and the environment. These changes will be dictated by economic, social, cultural, and technological factors currently on the scene and will occur at different times and in different degrees across the nation.

As in any era of change, institutions will face grave problems. The following is a list of the major problem areas that are apparent from my perspective:

1. The plight of urban libraries. Nowhere is the impact of change going to be greater. Already the declining tax base has left many libraries unable to cope with operational expenses let alone providing new services and programs aimed at the urban poor. The developments taking place at the urban level will have a profound effect on all public libraries. Much experimentation has taken place in taking the library to the people, but without adequate staff and support little progress can be hoped for. It has been estimated that one quarter of our annual population growth comes from immigration, primarily from the Orient and Southern Europe. It is expected that this trend will continue. Most of this group will gravitate to the cities. Few urban libraries are organized to handle such developments.
2. In order to be relevant in a world in transition we must have librarians who can respond to the changes, who are flexible, oriented to problem solving, good managers, and who know public relation techniques well enough to sell the institution to the people who provide the support. We will look to the library schools to produce librarians who know how:
   - (a) to analyze the library and information needs of each community;
   - (b) to set goals and develop plans *with* not only *for* the users;
   - (c) to utilize information technology;
   - (d) to relate sympathetically to urban social problems;
   - (e) to manage libraries organized on a scale hitherto unheard of;
   - (f) to evaluate the performance of their institutions and constantly up-date the goals;
   - (g) to implement without delay;
   - (h) to change and help others to change;
   - (i) to cope with an overabundance of information.
3. Because of the increased reliance on technology and the development of a highly sophisticated society which will run on information, the public library will need to increase its resources and the people who service them by great amounts. It has been estimated that it would take 5 billion dollars nationwide just to bring the resource strength of the country up to the point suggested by standards that are 10 years old. Such massive amounts of money are not available locally. The recent study done by the Public Library Association, *Strategy for Public Li-*

brary Change, found that finances are the number one deterrent to adequate library services. Therefore, federal and state aid must be increased dramatically in order to meet the need.

4. In conjunction with a need for greater support, public libraries need to formulate a new basis on which to measure the contribution of the public library to society. A first step has been taken by the Public Library Association with a project funded by USOE which identifies, evaluates and constructs a system for testing the effectiveness of the library.
5. Along with an effective way of measuring libraries, there is a need for a new kind of standards for libraries operating in an age of change. Every public library is not a carbon copy of every other public library. Different levels of development exist. Urban libraries serve a much different clientele than suburban libraries, and rural libraries differ from both urban and suburban libraries. Each library will have to set its own goals based on its own community needs. It may have to buy different materials. Comic books may be needed for the urban poor, while more traditional types of materials may better serve the suburbs.
6. Out of the lack of finances has come a need to cooperate and coordinate. Networking techniques must be learned to hook up all types of libraries and informational agencies to avoid duplication and provide access to materials not generally available. More and more libraries need to adapt to a communication centered culture, and to employ all different types of the new communications, especially in cooperation with other libraries and other agencies.
7. There is a need for high level coordination on a national level of public library development. With so much activity and so many groups involved in research and experimentation, it is obvious that more time and energy must be devoted to the important task of:
   (a) analyzing the institution in broad national terms;
   (b) identifying trends;
   (c) isolating programs of interest to the profession;
   (d) disseminating information and statistics on public libraries;
   (e) coordinating research, arranging for prototypes and experimentation;
   (f) testing theories in practical situations;
   (g) doing liaison work with library schools;
   (h) gathering and analyzing meaningful statistics.

   I realize that all of the needed coordination cannot be accomplished with volunteer help and part time staff at ALA. A full time office with adequate staff is needed to provide the necessary leadership.
8. One of the greatest stumbling blocks that faces the profession is the lack of clear definition of library terms. It has been 30 years since the *ALA Glossary of Library Terms* was published, and even *Library Statistics: A Handbook of Concepts, Definitions and Technology* does not contain non-print material. Indeed there is not even a definition of what a public library is. The profession has struggled for many years, but has not produced a clear definition. In many states public libraries are neither fish nor fowl. They have no legal standing as educational institutions, which severely hampers the progress of libraries.
9. Finally there is a need for the public library to assume a cultural role quite different than anything it has yet known. In an age of instant communication, noise, and an overburden of materials, it must provide breathing space for the spirit. Reflection, meditation, and an inward glance are needed qualities, which the public library can supply. In addition to fostering an appreciation for its roots in America it must provide room for the different ethnic groups and the cultures they represent, and it must provide an ordered atmosphere in which the new society can reflect on all that is happening. Only the public library can provide an alternative to the mass education endeavors of our schools and universities. Children as well as adults must have access to materials that offer them a choice.
10. There is a need to have the library open during the hours when the public can make the best use of it. This one factor would probably improve its image more than anything.

For any one desiring a closer look at the milieu in which the public library exists, I would suggest three works as required reading:

(a) *A Response to Change: American Library in the Seventies*, by Virginia H. Mathews and Dan Lacy (Report No. 1 of the *Indiana Library Studies*).

(b) *Libraries at Large*, edited by Douglas M. Knight and E. S. Nourse.

(c) *A Strategy for Public Library Change*, by Allie Beth Martin.

Congressman
JOHN BRADEMAS

United States Representative
Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Mr. Chairman, members of the Commission, first let me say that as a cosponsor of the legislation establishing the National Commission on Libraries and Information Science, and as the Chairman of the Select Education Subcommittee which has jurisdiction over the Commission, I appreciate this opportunity to express my views on the future direction of the Commission.

EXISTING FEDERAL PROGRAMS FOR LIBRARIANS

I think it would be helpful if I first lay the groundwork for my remarks by touching on existing efforts of the federal government to preserve and strengthen our resources in the library and information science field. And when I refer to "libraries" in the following statement, I trust it will be clear that I include thereby "information sciences" as well.

There can be no quarrel with the proposition that the libraries of the United States constitute a great national treasure. We in Congress clearly hold this view; in recent years we have voted for significant library assistance in three broad areas: public libraries, elementary and secondary school libraries, and libraries in our colleges and universities.

Here briefly, is a catalogue of existing federal programs to support libraries:

- The Library Services and Construction Act authorizes programs for rural and urban library services, library construction, and interlibrary cooperation.
- Title II of the Elementary and Secondary Education Act authorizes grants for school library programs.
- The Higher Education Facilities Act of 1963, and Title II of the Higher Education Act of 1965 help our college and university libraries through grants and loans for library construction, resources, librarian training, and research and demonstration.

What have these laws meant in dollars and cents to the libraries of the United States?

- Since 1956, under Title I of the Library Services and Construction Act, $330 million in Federal money has been spent, and this has stimulated over $1 billion in state funds for libraries.
- Last year, $90 million was spent on the library programs of elementary and secondary schools.
- Annually, some 2,200 institutions of higher education participate in the library resource programs authorized by the Higher Education Act, and since 1966 over 10,000 awards have been made totaling $92 million under Title II of this Act.

The Office of Education reports that since 1966 colleges and universities have, as a direct result of Title II of the Higher Education Act, acquired over 11 million new volumes.

It is clear that based solely on the three programs I have outlined, the federal interest in maintaining and developing our libraries is substantial.

Let me hasten to add that I do not believe for a minute that we have reached the saturation point providing financial assistance to our libraries. Obviously much remains to be done to enable our libraries to meet the demands now being made on them, not to mention the tasks they will be expected to undertake if knowledge continues to grow at its present exponential rate.

NEED FOR NATIONAL LIBRARY POLICY

But, as I said on convening the hearings to consider the legislation authorizing the National Commission on Libraries and Information Science:

> Our willingness to support library and information science facilities and personnel could conceivably soon outstrip our ability to plan and coordinate, to develop, in short, a national policy on the basis of which such assistance could be given.

It is for this reason I supported the establishment of a National Commission on Libraries and Information Science, mandated to carry out planning, including the establishment of goals, and to make recommendations "to federal and other public and nonpublic libraries and information services of ways and means of sharing resources and developing new capabilities."

Your assignment, then, is indeed a broad one. I can visualize the Commission evaluating programs currently established by legislation, and, on the basis of your evaluation, preparing coordinated and well-documented proposals for new legislation.

So let me, then, discuss a few of the areas in which I can see the Commission making a highly significant national contribution to our lives.

First let me ask this question: are we, as a nation, putting our resources where they will be used most effectively?

This question can be asked on two levels: (1) rationalizing the utilization of our dollars and cents; and (2) ensuring that the library and information needs of all of our citizens are being met.

RESOURCE ALLOCATION

Let me speak first, then, to the problem of making sure that our dollars are being wisely spent.

Even a cursory glance through the catalog of *Federal Domestic Assistance* indicates that a great deal of federal money is being expended on library and information science development over and above the major legislative authorities which I have already cited.

And I should note that I have not even mentioned the millions of dollars being spent by federal agencies themselves to develop their own information-related data bases.

If it did nothing else, the National Commission would help greatly by providing a coordinated survey of what funds are available, of what is being spent, by whom and where, to improve services in library and information science resources in the United States.

As a legislator, I do not look forward to another group pushing some pet project. Rather, I would prefer the National Commission to take a larger view, to "get it all together" so that some perspective on the problems of the library and information science field could be given to legislators, as well as the professional library and information science community, and the public at large.

COOPERATIVE EFFORTS

Another area in which the National Commission could provide an invaluable service would be in evaluating and promoting interlibrary cooperation — which Title III of the Library Services and Construction Act encourages.

We can vastly increase the cooperation between libraries and information centers, and the Commission can be of great value in evaluating achievements in different places and offering advice and encouragement to institutions which have been slow in attempting cooperative efforts.

If you will permit me to use an example from my own state of Indiana, a first class cooperative program is in operation at the four state universities. Indiana, Purdue, Ball State, and Indiana State have entered into an agreement whereby they share the cost of two full-time librarians, one stationed at Purdue, the other at Indiana, who provide special services to the two smaller libraries on interlibrary loan, reference, and bibliographic services.

By means of this program, the smaller State institutions are able to share in the resources available at the larger universities.

This type of arrangement, it seems to me, is a common sense way to avoid duplication of effort and wasted resources. But as you know, better than I, institutional pride and mistrust often make cooperation difficult.

The National Commission, I feel, could be a great help in promoting workable cooperative arrangements of this sort.

The relationship between libraries and information centers is not the only subject on which the best thinking of the National Commission is needed. There is also the matter of the relationship between libraries and archives of all sorts throughout the country.

As the Member of the House of Representatives on the National Historical Publications Commission, which is administered by the National Archives, I am well aware of the similarities and differences — as well as of the need for joint endeavor — between libraries and archival institutions.

I hope that the National Commission will contribute to the development of clearer thinking and more effective planning for future ties between these cousin institutions.

EXPANSION OF SERVICES

Now let me turn to what may be termed the human concerns of the library world.

I have said that I have the honor to chair the Select Subcommittee on Education in the House. This subcommittee deals with a wide variety of programs including: the arts and humanities, vocational rehabilitation, older Americans, and international education, to mention just a few.

Our mutual interest in libraries, and my subcommittee's responsibilities in these other areas can complement each other in valuable ways.

For instance, the National Commission should evaluate how our libraries are serving some of the forgotten people in America: the poor, the elderly, and the emotionally and physically handicapped.

I realize that the disadvantaged, rural residents, and institutionalized and handicapped individuals are being served under the Library Services and Construction Act. But we do not know just how effective these services are for those for whom they are intended.

Nor do we know how many people do not have these services available at all.

Or, let me speak of older Americans.

It is, I think, a national disgrace that we have swept the problems of elderly Americans under the rug.

There are over 20 million persons 65 or older in America, and literally millions of them are left to lead lonely existences often in the most wretched conditions.

What are our libraries doing to help these citizens who have contributed so much to our country?

The answer is, "very little." Beyond a few innovative libraries which have taken advantage of funds available under the Older Americans Act, few libraries pay much attention to people who are not as spry as they once were, or are losing their vision, or are unable to walk or drive to the neighborhood library.

As just one measure I introduced earlier this year, with Senator Lloyd Bentsen (D.-Tex.), the Older Reader Services Act of 1972.

I am glad to say this bill which would earmark funds for home visits for the home bound elderly, as well as provide transportation to enable the elderly to visit libraries, was included as part of the Comprehensive Older Americans Services Amendments bill which the House passed earlier this year and which is waiting action in the Senate.

I believe such a program can provide a window to the world for many elderly persons. Many of them have virtually no emotional or intellectual stimulation, and services such as those I have described might help make good on the promises of "golden years," promises which have become a cruel joke for many older citizens.

Without my belaboring the point, you can see that the emotionally or physically handicapped and the poor and the isolated could benefit as well from similarly innovative programs aimed at meeting their special needs.

Let me conclude, then, with a striking statement made by a distinguished librarian, Dr. William S. Dix, Director of Libraries at Princeton University, and Past President of the American Library Association, when he testified before the Senate Subcommittee on Education on the need for the National Commission on Libraries and Information Science.

Dr. Dix said that the library of today:

> ". . . is not a warehouse full of books. It is a surprisingly complex and sensitive instrument, the central and supporting mechanism for education at all levels, in and out of school, for the development of the new knowledge with which our society must constantly be replenished and for the enrichment of the human spirit."

He concluded by saying: "Libraries have simply become essential to the welfare of this country."

I realize that when I quote these lines, I am only stating the obvious to the members of this distinguished Commission.

But I do ask that you bear Dr. Dix's admonition in mind as you go about your work.

For like Members of Congress, Commissions involved with such vitally important matters as national library policy can become trapped in administrative and financial detail.

While I urge you to become involved in the details of the administration and financing of our nation's libraries, I also urge you to remember that these concerns are not ends in themselves. The ultimate end is that libraries enrich the human spirit, and your charge is to counsel us how we may best attain that goal.

ESTELLE BRODMAN*
Librarian and Professor of Medical History

School of Medicine
Washington University
St. Louis, Missouri
(Member, National Advisory Commission on Libraries)

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am Estelle Brodman, Librarian and Professor of Medical History at Washington University School of Medicine in St. Louis, Missouri. I am very glad to be able to testify before this commission for a number of reasons. As a member of the original National Advisory Commission on Libraries I helped to make the recommendations for a permanent commission and for the statement that "adequate library and information services are essential to the achievement of national goals." I am, therefore, very pleased that the Congress has embodied that idea in the legislation setting up this body, and that President Nixon has promptly activated the commission and appointed such outstanding members. We all look for great results from your work, although I for one, am very well aware of the time required and the amount of work which will have to be expended to reach your goals.

In the letter inviting me to testify before this Commission, I was asked to discuss the present status and future direction of medical libraries. It would be a presumptious person indeed, who would think he could see the future as clearly as this would require, but I should like to discuss several points which I believe might well be considered by the Commission, and might even become the subject of larger investigations supported by the Commission, I propose to talk about (1) the principle of egalitarianism in access to medical information, (2) the kinds of users of medical information we can expect to see in the next few decades and their needs, including blanketing theory of networks, (3) the chance that the newer technologies might change the method of transferring medical information, and finally (4) the possibility that legal constrictions (especially copyright) might retard the best means developed for such transfer of information. Obviously I cannot discuss any of these in any detail within a short presentation, but perhaps a view of some of the problems and principles can indicate paths which the Commission might wish to explore.

First let me define my terms. By "medical libraries" I mean libraries whose basic collection encompasses the field of medicine *per se*, dentistry, pharmacy, nursing, and the ancillary sciences needed by biomedical workers in the furtherance of their goals. I include under the rubric collections of books, journals, tape recordings, audiovisual materials, computer outputs and any form of information which can be stored and used repeatedly. I make little differentiation between libraries narrowly considered and those information services using the newest technologies, provided they are offered in conjunction with collections of information. In general, however, I shall omit collections of individual patient records in their raw form.

I. Egalitarianism in Access to Medical Information.

Medical libraries exist to bring what has been learned on health and disease in the past to bear on the problems of the present, in order that the future may be able better to cope with its problems. This encompasses research into the basic sciences underlying biomedicine, the application of what is learned in patient care, and the education of the next generation who will carry on the work. It is neither time-bounded nor geographically hemmed in: a patient with rheumatoid arthritis in Africa has the same disease as one in the United States, and a knowledge of the physiology of the Islets of Langerhan's is as important to the physician with a diabetic patient today as it was to Banting and Best a half-century ago, when they were discovering insulin. The recent exchange of anti-cancer drugs between the scientists in Russia and those at our own National Institutes of Health is a further case in point.

It is obvious that Americans today believe that medical care is a right, not a privilege, as shown by the many bills in congress and the many laws passed in the last few decades to extend medical care to more and more people. If one also believes, as many do, that the provision of medical information is a necessary condition to the provision of good medical care, then it follows that the presentation of medical information is as much a right as is medical care itself. Even accepting this, however, does not illuminate the best way to provide that medical information, and it is here that the investigations of this Commission take on great importance.

Perhaps it would be helpful to start with some historical background, which might help to explain how the present situation came into being. Medical libraries have been supported by governments and private groups for many centuries, because all men fear illness and death, and all hope that medical research, medical training, and medical care will bring about conditions which lessen this fear. In ancient times, support went to the priest physician, thus invoking the highest powers of the here and the hereafter. Later, and still sadly today, it goes to the quack, the self-styled physician, and the mountebank. Yet the purpose has always been the same: to keep illness away, and to stay the hand of death as long as possible. With the advent of the so called "scientific age of medicine" in the mid 19th century, the actual ability of the physician to prevent and cure came closer to the promises of the healer in previous centuries. Then, for the first time, medicine could point statistically to lowered morbidity and mortality rates and payment to the medical profession became a good investment. It is, therefore, obvious why the New York City Board of Health around 1880 took as its motto the words, "Within limits, public health is purchasable." Or, to take another example, Sir William Petty, working on the Bills of Mortality in 18th century London, calculated how much a citizen was worth to the wealth of the country, and concluded that it was an economically sound measure to provide medical care, healthful dwellings, and clean air and water, thus assuring that the King's revenues and domains were enlarged.[1] In other words, sick and dead men pay no taxes.

For these and other reasons, medical libraries have tended to fare better than libraries offering their wares to practicing engineers, clergymen, brewers, bakers, or college professors. Even so, the large majority of medical libraries have always been in straightened circumstances, made more so lately by the inflationary pressures and the increase in publications which have hit all segments of the field. Surveys by the American Hospital Association,[2] the Medical Library Association,[3] and Dr. Alan Rees of Western Reserve University,[4] have shown that the most common medical library in the country is the small hospital library, in a non-teaching, community hospital, without a trained attendant or regular hours of opening. Necessarily such libraries give hardly any kind of professional service and are essentially a storehouse of minimal usefulness and maximal frustration. (I do not mean to imply that all hospital libraries are like this, of course. There is a continuum between the poorest and the best, just as there is in the medical center interdigitated.) Although the voices of other larger medical libraries are heard asking for new, better, and more expensive wares, the needs of these hospital libraries are usually unheard or unheeded.

I have mentioned already that the national goal is to provide every citizen, no matter where he lives, with the opportunity to obtain the best medical care known. In actuality, of course, neither good medical care nor good medical information services is available to large groups of Americans: the poor, the poorly-educated, and those living in depressed areas, both urban and rural. Just as public libraries have begun to realize that the traditional services it offered and the attitudes it held were not meeting the needs of large bodies of citizens, and so started to change to make their wares more relevant to present conditions, so medical libraries might well reconsider their traditional role in the provision of medical information and design a system which abandons unalloyed egalitarianism for tailored responses to different levels of needs. It is obvious that there are great differences among health workers in their needs for medical information and their ability to use it, and one vast, monolithic attempt to blanket everybody with the same kind of service is bound to fit only a very few people and a very few needs. It would also appear to be a waste of the nation's resources, because although much money would be expended this would not provide the means to solve the varying problems and thus assure that everyone got the answer that was necessary for his needs.

II. Uses of Medical Literature

This problem is more acute now than it has been in the past because of the rapid proliferation of additional workers in the health care field: the physician's assistant, the pediatric nurse practitioner, the dental assistant, the radiological technician, the physical therapist, the community worker, the laboratory specialist, the nurse anesthetist and all the myriad of other assistants who are "multiplying" the highly-trained physician or dentist or nurse in our society. These people will not be able to handle the same literature as the highly trained scientist or the physician. Without considering these people merely "ignorant physicians" it still must be realized that there will have to be an entirely different kind of literature, and that there will have to be a different kind of service for such people. None of the systems which have been suggested or provided so far seem to take into account the needs of these groups of people. What they need are evaluations of the literature and a single answer rather than a complex of detailed and unweighted information. More important than a lengthy bibliography to these people, (as indeed to the general practitioner off in a cul de sac of medical learning and research) is the need to speak to somebody who knows his own field. More than a list of literature, the practitioner at all levels needs a consultant and I believe that one way in which the medical library in the future may perform its services to the practitioner more usefully than it has in the past is to act as a switching device between the questioner and the specialist—a real live human specialist. In addition, for the paraprofessional, I believe the medical library of the future will have to provide value judgments and come up with actual recommendations.[7] Up to now this has always been shunned by medical librarians — and rightly so, since few of them have been so well trained in the field that they were able to make professional value judgments in medicine. We will need a different group of medical librarians in the future to take care of the needs of different groups of users of medical libraries.

Such librarians are likely to cost more, though perhaps not as much as the generally accepted proposal to blanket the whole country with a highly sophisticated system for storage and retrieval of medical information, patterned on the idea of the telephone network, where each individual anywhere can tap into the system from his own instrument and without having to learn how the system works. The latter system appears to be more expensive than society as a whole is willing to pay for; nor do practitioners seem to be inclined to pay for it individually, since it gives them more information of the wrong sort than they need; while many research workers cannot even afford it. Just as the largest number of medical libraries are in small community hospitals, so the largest numbers of health professionals are in solo practice or in small community institutions, and I reiterate, the needs of these practitioners is not for long, involved, detailed studies spewed forth by the yard (even if they could obtain copies of the studies referred to by these answers), but for a specific answer to a specific question, generally along the lines of, "What do I do now?" The newest paraprofessional worker, therefore, might well be the PIA: the Physician's Information Assistant, trained both in biomedical knowledge and in methods of locating and evaluating biomedical information, to be paid for by the group or small hospital in which the majority of health professionals work.

Let me then sum up what I believe, and what I have been trying to say. Up to now the needs of those who are working in the field of biomedicine are varied. The scientist and the clinician working at the cutting edge of the field need an extensive view of the literature: they need to be able to get it quickly; they need to have it in many languages and from many places; and they wish to be able to evaluate it themselves. Theirs is usually a long-term problem on which they are working, rather than an immediate problem represented by a patient who has a certain puzzling illness. On the other hand, the general practitioner is usually too busy or too far away from the sources of information to be able to use the literature in this way. He comes to the information store with a problem-oriented question; he wants an immediate answer. He does not want the literature itself, he wants the condensation of the literature, and he is better served by being put in touch with a specialist, who has himself worked in that field and who can give him the answer without many intermediaries. Here it is, I think, that the medical library can act as a switching device. For the ever-larger group of paraprofessionals coming into the biomedical field, on the other hand, I believe that a librarian who makes value judgment and who synthesizes literature for the inquirer answers a need that has been neglected in the past and that ought to be served in the future. To reach this goal, we need to invest in a new paraprofessional worker—the Physician's Information Assistant, who, like the detail man in the commercial pharmaceutical firm, goes from physician to physician finding out what problems exist and bringing back the answer the next time around.

III. Newer Technologies

I do not mean by what I have said up to now that we should abandon the research worker and the clinician in the large medical center or research institution whose work is new, not derivative in medical knowledge. These people are our hope for the future growth of biomedical knowledge and for the education of succeeding generations of biomedical workers. Money invested in providing them with a knowledge of what has been thought, said, and done elsewhere is an investment that pays off greatly. Such people have an ever enlarging need for information, both as scientists and in their role as a vital part of the chain of information transfer which assures that what is learned today will be known tomorrow. In some ways, of course, they may be blamed for what Lukasiewicz calls, "The Ignorance Explosion"[5] through the profusion of their publications. On the whole, however, this group has been the best served in our society by presently operating systems of information transfer; and since they are usually connected with an institution, they have access rapidly to the expensive indexes and abstracts, the newest technical devices for storing and retrieving information, and can obtain a conspectus of the literature as a whole as soon as it is published. Perhaps they need more of the same rather than entirely new systems: more reviews of the literature, more synthesis of small facts, more Selective Dissemination of Information systems, more access to more journals reporting small advances.

It is for these people especially that such computer systems as are provided by Chemical Abstracts, MEDLARS, and MEDLINE have the greatest advantages, and it is this group that considers it part of their research to learn the details of these systems and thus get the most out of them. These newer computer technologies tend to be part of their armamentarium as soon as the systems become available anywhere, especially the younger and newer members of the group, not yet part of the establishment "Invisible College." Since these people need help in searching the literature which can only be done well by someone with a sound background in their field of science, it is not uncommon for them to have a bibliographic assistant or information officer in their departments to serve them, or else they use Information Services, such as the Brain Information Service at UCLA. It is unlikely, however, that a one-to-one relationship between such a person and the scientist can ever come about in our economy, due to the paucity of such information assistants, the disinterest of bench scientists in taking on this role, and the dearth of money to support them; but the presence of a few in each large institution might serve to "leaven" the whole mass and further medical knowledge.

One way for solving a great many problems which has been touted recently, is the network. For our discussion, we can define a network as a group of libraries or information services, or people, or institutions who come together for a purpose which they will carry out jointly, and in which there is a series of nodes leading one to the others. There are many forms of networks from the simple reticulated one to the hierarchical one which is centralized and authoritarian. Just as there are many kinds of networks, so there are many problems attached to them. While many people have held out hope for the advance of librarianship, particularly medical librarianship through networks, the real difficulties which have occurred have made many people less sanguine about their future than was true a few years ago. A survey of library networks by Dr. Edwin Olson of the University of Maryland[6] has shown that the only ones that tend to be successful are those in which someone else pays for the costs of the network or when the network works under a strong leader who forcefully presents his ideas to the group and allows them to feel that it is a joint decision. Networks, like political parties, tend to be a series of compromises: yet only a modicum can be allowed if a network is to remain viable and not fall into many pieces.

The most successful network, outside of governmental ones, has been the OCLC (Ohio College Library Center) which has provided computer services for cataloging, and now for other things, to a group of some 80 libraries in Ohio. It is now attempting wider uses through extensions, to the Five Associated University Libraries in New York State (FAUL) and to NELINE II, the New England Library Network. The reason that OCLC has been so successful, in my opinion (besides the fact that it was originally set up with a large sum of money from nonmember budgets), is that it takes into account the desire for individuality among librarians and libraries, and the real costs of changing an old established library in order to conform to the rules set up by a new network. It is easy for a library of five books, for example, to change its cataloging system, but a library of five million books would find this a very difficult, and expensive, and a time-consuming matter. The OCLC has allowed libraries to vary its outputs in many more ways than any other network has found possible, moreover, it has allowed them to manipulate a record from the store without changing the store's original work. This helps solve the emotional problem of the librarian who feels that a professional decision has been taken from his hands. I believe that networks which require the individual library to give up a share of its autonomy is bound to run into difficulties. Permit me to give you two personal experiences bearing on this topic. The Washington University School of Medicine Library runs PHILSOM, a serials control network of 7 medical libraries throughout the country, including the National Institutes of Health Library in Bethesda, the University of Texas Medical Library in San Antonio, the University of Utah in Salt Lake City, the University of Missouri in Columbia, the University of Illinois Medical School in Chicago, and the St. Louis University, as well as ourselves. PHILSOM controls the serials of all these libraries via a computer and batch processing for approximately two to three hundred dollars a month per library, and provides each library with up-to-date housekeeping information about its holdings in printed form, claims notices, binding information, fiscal accounts and so forth. Our problems with this system are partly due to the fact that we "backed into" running a network, for we were using PHILSOM for ourselves only when we were asked to add a few other libraries, rather than designing the system as a network to start with. The problems which we run into in this system is that every library likes to have so many variations on our standard operations. It is necessary, of course, to have standardization in order to get the advantage of joint action and economy of scale. This is a problem which is small in our setup, but which would be larger if we had a large number of libraries or a union book catalog instead of handling journals.

Similarly, we sell our computer-produced catalog cards — or I should say, we try to sell them. The reasons given for not purchasing our cards are, in essence, "In our library we do it slightly differently." Just as the OCLC has been so successful, because in it one can, indeed, "do it slightly differently," future networks will have to be more flexible and permissive than has been true in the past. How to do this will take thought and experimentation.

Most networks in biomedicine today depend heavily upon newer technologies, especially the computer. One need only consider the use of the satellite to bring medical information into remote areas of Alaska from the resources of the Pacific Northwest Regional Medical Library, part of the network of the National Library of Medicine, to see an example. The use of long-line computer telephone hook-ups to bring MEDLINE to medical libraries around the country is another example. Electrostatic copying and even holography perform useful and new tasks in the transmission of medical information.

I have mentioned MELLINE several times already. This has been one of the most successful of the newer technologies offered to medical libraries in the recent past, and the National Library of Medicine is to be commended for having developed it and made it available nationally. Its success has been due in part to the sound planning and the experience NLM had with the predecessor systems, MEDLARS and AIM/TWX partly because (unlike MEDLARS) MEDLINE is an interactive system which the inquirer can use himself without the interposition of another person. It is simple enough so that the biomedical worker, especially the young research worker or student, accepts it happily[7], since he does not have to learn complicated systems more appropriate to the specialist in information science. He does not have to be knowledgeable about Boolean algebra, but can play a kind of "20-questions" game with the system, which allows him to modify and change his search as preliminary results come in, just as he would do if he were searching for information manually is a set of books or other documents. This important, useful, and powerful tool may very well change the system of medical information transfer and thus of medical libraries, but MEDLINE has been in operation nationally for too small a time to give the outlines of this clearly. It is hoped that money will be made available for further experimentation and expansion of this and similar systems; for here a large set-up and the services of many different kinds of people will be necessary.

IV. Copyright

Since all systems for transferring biomedical information are bibliographic (that is, they point to where the information is, rather than giving the data) it is still necessary for the inquirer to obtain the documents referred to. It is here that document procurement service, run by the Regional Medical Libraries, under the National Library of Medicine and the Medical Library Assistance Act, and the library programs of the Regional Medical Programs have been most useful. Whether this can continue as it has, however, is a question, because of the question of copyright. If the case against the government by Williams and Wilkens, now about to come before the courts, is won by the publishers, then the cost of producing interlibrary loans will increase. Whether this is in the public interest is questionable, and so it seems appropriate to bring to this Commission the need to have Congress revise the copyright law on which it has been working and on which it has appointed and advisory group, so that the country can have a clear idea of the best way to treat those who produce our scientific and scholarly publications. The problem of copyright has been muddying the waters of librarianship, and the transmission of scholarly and scientific information for too long. It is time for something to be done one way or the other, and I believe that this Commission, as well as scientists and scholars in general, should put pressure on Congress to see that a swift completion of the new legislation comes about.

CONCLUSIONS

Let me try to sum up the things that I have been trying to say. First of all, there are many users of medical information, and it is in the public interest that all of them be served adequately. Many users have many different kinds of needs. That means that one great, national, monolithic system will not be equally successful for everyone and may well not be relevant to many. A greater attention should, therefore, be paid to the differences among users of biomedical information; and collections and methods should be devised to help each other to the greatest extent. This will require not only money but different kinds of individuals to go into the field of the transmission of scientific information than has been true in the past.

Secondly, new forms of biomedical information-transfer-assistants will be necessary in the future: the Physician's Information Assistant, who can search and synthesize the literature and make value judgments on a problem-oriented request, and the research scientist's Bibliographic Assistant who can feed information to a worker continuously and in all forms. The medical library as a switching device between the general clinician and the specialist will also be necessary.

Finally, I call attention of this Commission to the way in which the copyright situation has emasculated the ability of the libraries to bring all kinds of information to anybody anywhere, and have suggested that a very important thing in the future of the transmission of biomedical information is the need to have the copyright law rewritten to be clear and easy to use. As for the future of medical libraries, I have said that medical libraries follow medical practice, medical care and medical teaching. These are in a state of violent change at the moment. We know that the pattern of medical care which has been evolving in the United States over the past few hundred years will probably be changed drastically within the next decade. In order for medical libraries to perform their functions as the transmitters of the information needed by these new forms of practice, it will be necessary for them to broaden their subject scope of the collection, their subject knowledge, their ability to work with different people. I believe that it is incumbent upon the medical profession itself, to help in devising ways of bringing information to all the people who need it, and I believe that in this kind of endeavor the medical library should not be a passive instrumentality, but should be a dynamic member of the group which holds as has been said by the Bible, "I labor not for myself but for all those who love learning."

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RAYMOND R. BROWN
President

State Library Board
The State Library of Ohio
Columbus, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

In its deliberations over the past four years the (Ohio) State Library Board has on a number of occasions reviewed the Nelson Associates' 1967 report, *American State Libraries and State Library Agencies: An Overview;* the 1970 (and earlier) edition of *Standards for Library Functions at the State Level* (ALA, 1964 and 1970); and a number of other analyses of state library roles and operations. Each time our attention is directed toward both the increasingly important role which the state libraries should play in statewide library development and in national planning, and toward a number of constraints which militate against fully carrying out this responsibility. In these comments I would like to address myself to four of the latter, touch upon some of the ways in which we are attempting to deal with them, and suggest three ways in which the National Commission might assist state library boards, commissions, and other lay groups which bear some responsibility for state library functions.

1. *Limited resources as a library which serves the information needs of a sophisticated government.* The State Library serves as a reference library for state departments, agencies, boards, and commissions. A few special libraries such as the Legislative Service Commission and the Department of Taxation are operated by individual state departments, but only three are staffed by trained librarians.

We believe it is important that state agencies be aware of the services available to them from the State Library and that the State Library utilize every possible means to provide access to information and material not available in its own collection.

One of the key members of our reference staff is the State Government Services Specialist, who acts as liaison between state agencies and the library. This staff specialist notifies agencies and individuals of acquisitions in their own fields, assists in the organization of collections and brings information on state programs back to the Library.

Staff teamwork and cooperation between agencies is vital in facilitating access to resources. In the provision of reference and information service, emphasis is placed on indexes, abstracts, and services which will act as a key to other collections. A contract with Ohio State University provides a reproduction service for technical and professional journals. The Union Catalog lists the nonfiction holdings of 35 libraries in Ohio which cooperate in interlibrary lending. A teletype system linking the State Library, the Union Catalog, and two existing networks is being used experimentally to speed interlibrary loan service. A terminal which provides access to the OSU collection locates requested materials in their system and makes them available to state government personnel.

2. *Difficulties in recruiting and retaining a highly qualified staff, particularly for library development functions.* Working within the state government structure presents us with such problems as noncompetitive pay schedules, limited flexibility in adjusting pay scales, difficulties in providing professional staff with the opportunity to participate in out-of-state conferences, and a 10-day vacation period which is substantially shorter than the vacations given most other librarians in the state. These factors make it difficult for the State Library to compete with public, academic, and school libraries for the caliber staff we need.

We have, on the other hand, made full use of some benefits of being a part of state government, particularly through capitalizing on opportunities for management training programs. We have encouraged our staff to participate in a variety of professional development programs, and for the past three years have had a contract with the School of Library Science at Case Western Reserve University for an "Advanced Professional Training Program" which provides brief seminars, related field trips, and other useful continuing educational experiences for our staff.

3. *Practical problems in carrying out a coordinating and leadership function for autonomous libraries of different types.* The 252 public libraries, 288 branches, more than 62 colleges and universities which maintain libraries on main and regional campuses, the libraries in some 5,037 school buildings in the state, and some 157 special libraries in Ohio constitute a complex of library systems and subsystems. Inevitably a state library can have only limited effect on their decisions and programs.

In the discharge of its responsibility for a statewide program and the development and coordination of library services, the State Library Board has encouraged the widest feasible participation in planning and evaluation. Our relationships with libraries and such nongovernmental organizations as the Ohio Library Association and the Ohio Library Trustees Association respects differing roles. In fact, the *Ohio Library Development Plan* (1968), resulting from more than two year's work in surveying and analyzing library conditions and needs, includes a basic statement on *local responsibility, state responsibility*, and the *responsbility of the professional and trustee associations.*

In continuing education programs sponsored by the State Library Board and made available to Ohio librarians, there has been an emphasis on management of resources, analysis of needs, and sound planning and development.

We have undertaken a number of steps to increase face-to-face communication between libraries and the State Library. In addition to staff and board participation in meetings throughout Ohio, we have begun a small but important program (also under the contract with Case Western Reserve University) of making it possible for librarians from all sized libraries to visit the State Library to learn about its resources and become acquainted with its staff and programs.

As an agency of state government we have tried to form an alliance with those state agencies which operate programs in which local service outlets might profitably cooperate with local libraries. The statewide BOOKS/JOBS program, brought about through cooperation between the State Library and the Bureau of Employment Services, put Ohio's public libraries in touch with many local public and volunteer groups concerned with the information needs of the unemployed and under-employed. Cooperation with the Department of Economic and Community Development has made possible improved public library service to local government officials, and is now opening new avenues for library use of CATV. State Library cooperation with the Administration on Aging facilitated participation in statewide planning meetings for the 1971 White House Conference on Aging and involved other libraries throughout the state in community forums and task forces. The State Library's Consultant for Children's Services works closely with the State Department of Education and one of their joint concerns has been library participation in the Right to Read effort. Each of these contacts has helped us and other libraries analyze the needs of user groups and has had some influence on our collective ability to develop an appropriate library service response.

4. *Developing a program without adequate appropriations.* The State Library Board is too dependent upon federal funds for on-going responsibilities which are state concerns. While the state support of State Library operations was substantially increased in 1971, the state appropriation for the library and for state aid ranks well below standards and the support level of other states. Library Services and Construction Act funds have had considerable impact on library services, yet they are less than 3 percent of the total library expenditures in Ohio.

We have used Library Services and Construction Act funds both to strengthen the State Library's capability, and for grants. These grants have been extraordinarily useful in the statewide library development program. It has been our objective to reduce the State Library Board's reliance on federal funds for operation of the State Library. As the State Library Board secures more adequate funding of the State Library operations, it increases the proportion of funds going into grants, and such grants to public libraries are an increasingly important priority of the State Library Board.

While we have been successful in securing increased appropriations for the State Library from state sources, we have experienced the effect of the drop-off of federal support. While 1972 LSCA funds were increased over 1971, they were less than the amount available five years ago. At this moment, after the August 16 veto of the HEW appropriation, we are experiencing the uncertainty of operating on a continuing resolution which provides less money for LSCA programs than was available in 1972.

The federal Library Services and Construction Act has made great advances in library services, but appropriations have always fallen short of the authorization. At the same time we recognize the need for state appropriations for a greatly expanded state aid program which will solve our problems in the uneven distribution of library resources: 64 percent of the books, 74 percent of the staff, and 64 percent of the tax income of public libraries are in the libraries of only 12 counties. The per capita income of libraries ranges from $8.23 in the highest county to 76 cents in the lowest. Merely adding resources on a library or county basis will not solve this problem and funding and implementation of the Ohio Library Development Plan will provide the regional systems and network development needed to remedy this.

As the president of the State Library Board, a former trustee of the Akron Public Library, and as a social worker, it concerns me that library resources are not fully used by people who need information most. There are thousands of people in our state whose lives could be immeasurably enriched if they were to discover and use their libraries. I am concerned that trustees and staff make more direct contact with the people we are trying to serve and that we make such changes in our library service as might be necessary to meet these needs. I am pleased that the State Library Board has made it possible for a number of Ohio libraries of different sizes to develop new programs for special needs, and I believe that some of these projects have been instrumental in these libraries' redirecting more of their own resources to these needs.

Most of the problems I have outlined here must be solved by Ohio people, but they are not unique to Ohio. I will suggest three ways in which the National Commission could assist us and other states. These are:

1. Bring to the attention of the President and the Congress both the significant impact which limited LSCA funds have had on services to people, and the need for adequate LSCA appropriations.
2. Bring statewide library services needs and state library agency needs to the attention of the Council of State Governments, the National Governors' Conference, and the National Legislative Conference.
3. The National Commission might take leadership in bringing together the members of state library boards and commissions in some kind of brief assembly along with government officials and users to examine common problems and possible solutions.

As I explained in my earlier correspondence, I regret very much that I will be unable to be in Chicago September 28. I wish the Commission well in its deliberations and look forward to its accomplishment.

THOMAS M. BROWN*
Head Librarian

New Trier High School West
Northfield, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

This letter is in response to yours of July 14, 1972. The following statements reflect some of the concerns for libraries which I feel the National Commission should explore, although they are by no means all inclusive of my library concerns nor very exhaustive in analysis.

1. *The use of library personnel.* As chairman of the Advisory Committee to the Illinois Library Task Analysis Project (LSCA funded) I have been involved in identifying and examining tasks performed in libraries. When Phase III of this project is completed (probably in late summer 1973) a publication will be available which will give administrators a tool with which to evaluate their current staff assignments against the goals of their institutions. We hope this will make for more efficient utilization of current personnel.

   The five-year experience with the project suggests the following to me:

   (A) Each library ought to look at each task now being performed to determine whether it makes a necessary contribution to the library program of that institution.

   (B) Smaller libraries ought to be provided incentives to use professional personnel cooperatively to the end that more efficient utilization will be made of the professional's training. This *might* involve a) operating smaller libraries with appropriately trained technical assistants qualified to provide minimal reference and other patron services, and b) providing more extensive patron service by telephone from the small library to some more remote central location (and perhaps thereby necessitating higher levels of support for library programs from state or federal sources), and c) sending such materials as meet the patron's needs direct to the patron's home, requiring him to make one visit to the library for service, and one visit to the library (or a library) to return the materials.

   (C) Larger libraries need to be provided opportunities for the chief administrator or personnel specialist to become familiar with task analysis as one tool in restructuring library jobs to provide better service for all concerned.

   (D) Libraries at every level need to be provided incentives to increase the ratio of support personnel to professional personnel, with, of course, adequate safeguards to insure that each staff person will be expected to perform at a high level, but only within the framework of his formal training and experience and that the public will always receive competent guidance and assistance. Libraries of all types are probably understaffed at present. The Illinois Library Task Analysis Project suggests that while additional professional staff may be needed, institutions need to look at overall utilization of personnel in juxtaposition with specific institutional goals before they hire staff at any level, and that quite possibly not very many libraries or librarians are now equipped to do this.

2. *Cooperative use of resources.*

   (A) School library budgets have not expanded as rapidly as the information needs of individual students and the media needs of newer educational teaching strategies. In most communities, in Illinois, at least, a student has access to extensive information resources *beyond* his local public library *through* his local public library, but he cannot similarly reach *beyond* his school library *through* his school library, and thus a heavy user of information uses his time and the professional staff time of the libraries he uses inefficiently. The student would be served best if (1) he could be taught well to use the resources of any library, (2) be required to exploit fully the resources of a school library before going beyond a school library, (3) and if those resources proved inadequate to his needs the local resource person, the school librarian, could help him reach beyond that collection, identify likely materials of use to him and have these sent to his home directly, with his responsibility being to return the materials to his school library for return to the appropriate library. This would involve, at least, (1) a level of cooperation between schools and library systems not common in Illinois today, (2) additional financial resources, (3) re-training or continuing education of many school librarians to learn of sources not previously utilized, (4) in most cases an expansion of school library staffs, (5) expansion of reference and other support personnel in systems offices, and (6) some provision of information service to the general public by the school library not previously given. It would fix in the high school the responsibility for information service to high school students and make for a more equitable utilization of both high school and public library collections.

(B) It should be possible with equipment now in use for a group of libraries to be on-line with a major library or processing center for most technical processing functions. To test the practicability of such programs the National Commission might structure a pilot program including, an example, a major university, such as Northwestern, currently converting to computer technical processing, and some of the larger suburban secondary schools in the surrounding area. Sharing the costs of MARC tapes, of the technical expertise of programmers, of the technicians, of the operating costs of the equipment, etc., promises true savings to all participating institutions, yet it really has not been tested to demonstrate this nor is it likely to be as long as the initial costs of conversion to it remain staggering and the spectre of reconversion costs remain in the background. The possibility of encouraging interlibrary cooperation on the level of public and privately supported institutions servicing a variety of clientele, possibly coordinated by some program of the State Library, is considerable, but no one library has the resources to risk in a pilot project of sufficient scope to demonstrate the validity of such a scale of interlibrary cooperation.

3. *Training of school library personnel.*

(A) In the summer of 1972 I was privileged to teach a course in school library administration. One of the students employed in a special school for the educationally disadvantaged wished to structure a program for these students for the fall. It was apparent to me after working with her that very little is known about working with the disadvantaged student, about his needs for information, about his needs for skills in interpretating the information once found. Perhaps the National Commission can stimulate research to identify the information needs of the disadvantaged in our society, the techniques necessary to provide it to them, and the special training requirements of those information specialists who would work with the culturally or educationally disadvantaged.

(B) For years the school librarian has served young people well by understanding the nature of the school curriculum, the psychology and growth patterns of young people, and developing a thorough knowledge of the materials of the local collection. These remain very real needs of school information specialists, but some others have been identified: (1) the range of planning and evaluation activities necessary to a modern media program in schools, (2) the need for a school information specialist to be able to structure research which will determine the nature of information use in his own school system, the specific nature of research skills held by students and staff, and (3) a more creative understanding of the interactions between human beings.

Good evaluation instruments for library programs are not available.

We don't know how students find most of the information they do find, nor how they integrate school experiences with other life experiences, nor whether any research skill teaching has any effect at all.

School librarians (and I include myself) need to have better understanding of these areas than they do now. Quite possibly the National Commission can stimulate the creation of programs within the existing programs for educating school librarians which will provide more substantial backgrounds in these areas for the practitioner than has heretofore been the case.

If any of these ideas are not clear I shall be happy to attempt an expansion of them.

WILLIAM S. BUDINGTON
Executive Director and Librarian

The John Crerar Library
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Through invited statements and in its hearings, the Commission will, without doubt, view an exceedingly diverse picture of resources, needs, problems and communities. We wish, as suggested, to touch on specifics of urban area information needs as they affect Crerar Library; on the fiscal problems of this unusual type of institution; and on some immediate and longer range remedies.

One view of the metropolitan area sees the proliferation of jurisdictions, of units of government and their service agencies, many of which require and may provide information. Another view sees the concentration of developing institutions, of new universities, of community colleges. Still another view notes the fantastic spectrum of information users, from preschool to Nobelists to industrial exploiters of technological breakthroughs. And finally, there is the overwhelming flood of new publications, some (but not all) of which carry new information. Not all of these factors are unique in metropolitan areas. But, together in the urban pressure cooker, they produce an educational and intellectual brew of bewitching portent.

Many new information resources have been born into this context. The existing prior corpus of recorded information, however, needed by most organizations at one time or another, is to be found only in the true research libraries, at major academic institutions, a few public libraries, and the independent research libraries. The pressures on these resources, from all quarters, have grown to a tolerance-straining level.

Within the above complex, the independent research libraries have particular missions and unique needs. To a degree not matched by any other type of library, the independents have significance at national and international levels — Crerar, Newberry, Linda Hall, Huntington, Folger, and so on. While in some instances, substantial use of these resources is made by local and regional users, the recipient demography is found to be exceedingly extensive. Crerar's statistics are of interest on this point. As part of its support program, Crerar offers memberships to individuals and to institutions. (While any individual may use the resources on the premises, the borrowing privilege is extended only to members.) Its 383 current student members, contributing to the support of the Library, come from 56 educational institutions in seven states; in addition, of course, are the thousands of non-contributor student users. The 309 corporate and institutional members are located in fifteen states and two provinces. During 1971, photocopy and loan services were provided to 1,556 different organizations in 47 states, and to 137 institutions in 31 foreign countries.

Not only is the service pattern unconfined by organizational parentage, but the administrative, acquisitions and service programs have the advantage of independence and flexibility to meet a wide variety of requirements and opportunities. Collection development need not hew to curricular patterns, but can instead specialize to great depths and/or aspire to great breadth of coverage. Response is thus possible not only to individual disciplines but to interdisciplinary developments and mission-oriented needs.

But with these singular accomplishments come singular problems, mainly fiscal in nature. Most of the independent research libraries were established years ago by munificent bequests. Despite the changed economics of the times, there hovers about these institutions an aura of wealth which, in most instances, is no longer real but which eliminates them from first considerations of charity or the need for any external support. They are not eligible for local tax support funds. They are not eligible for federal support funds from the Library Services and Construction Act. They are not fully eligible for grants under provisions of the Higher Education Act; recent amendments qualify them only to the extent that they "provide library and information services to institutions of higher education on a formal, cooperative basis." This is effectively no help at all to their real needs. Furthermore, the continuing existence of such libraries is threatened by tax reform provisions applicable to private foundations, taking no cognizance of the essential nature and objectives of library and similar institutional endowments.

Remedies to the foregoing specific ill are readily apparent. Legislative changes are urgently needed to rectify the inequities. The programs of these libraries in large part support the research of students from educational institutions; such programs should be equally eligible for financial support, without the requirement for formal cooperative arrangements. The fact that Crerar is a public library obviates the need for formalities, and most other similar institutions are accessible without contractual rigmarole. Likewise, sensible revision of tax legislation seems a reasonable suggestion.

Finally, consideration should be given to recognizing the private research libraries — and possibly others as well — as intellectual resources of national import and significance. In their absence, needed resources either would not exist, or would be wastefully duplicated at enormous and competitively magnified cost. A currently popular prescription is the imposition of "user charges," and the insistence on "cost-benefit" justification. There is no social yardstick known which is capable of providing such accounting with respect to information resource management. The notion that research resources can be self-supporting short-sightedly fails to distinguish the orders of magnitude and real origins of the costs.

Designation as regional or national institutions of assured strength and continuing presence may indeed be required if they are to survive and grow, instead of wither and disappear. As a Midwest college president feared for his institution, the independent research library director can also say, "A slow death as we are experiencing [may go] practically unnoticed." Unnoticed, that is, until the academic and other research communities are suddenly faced with a void, where once there was the basis and foundation for achievement.

THOMAS L. CARNEY
Director

Cedar Rapids Public Library
Cedar Rapids, Iowa

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am writing in response to your letter received July 18, 1972, in regard to my thoughts on public library development in the medium-sized community. For the sake of brevity, I have outlined several areas and trends which I see occurring and have deliberately omitted an excess of statistical information. I am sure you have heard most of these arguments many times, but I hope they are not too redundent.

1. With the rise in broad independent study and educational opportunities and the "need to know" to function in our increasingly complex society, access to and utilization of both printed and audio-visual materials, has become essential to personal development. Acquiring, housing, and effectively distributing the materials produced by the most sophisticated informational explosion known to man to meet these needs on the local level is perhaps the greatest and most frustrating challenge facing medium-sized public libraries today. It appears evident that in addition to offering outreach services and traditional services, medium-sized libraries will witness and bear the burden of an increase in the next few years as infomational and reference centers by persons of all ages, but particularly by the non-student adult.
2. For at least seventy-five years, effective coordination of all library services in a given community has been discussed, but the progress toward this goal has been small. One of the major obstacles in this quest has been the need to preserve the primary purpose for which a specific type of library exists. Instead of structuring different types of libraries under a "coordinating" administrator or merging various types of libraries, local libraries might consider the possibility of forming a federation or council to facilitate communication and joint planning of services. The Cedar Rapids Public Library is currently participating in a metropolitan reference cooperative with local industrial, college, public, and private libraries. Two recent results of this interaction have been the interchange of purchases and the development of a computerized union list of serials. Any person served by one library in the coop has direct personal access to any other library's collection in the coop on a referral basis. Support for the cooperative has been on a local nature which indicates that it is worth doing whether or not Federal monies are available for such a purpose. The cooperative has been a great help in utilizing local resources (public and private) for the benefit of the entire community. The day of a medium-sized public library meeting all informational inquiries or requests for materials from within its own four walls is gone if indeed in reality the possibility ever existed.
3. Changes in copyright law appear likely in the next few years and these will be extremely important to the medium-sized public library. Unlimited copying is certainly not fair to authors and publishers and the development of sophisticated copying machines at an affordable cost to medium-sized public libraries has probably accelerated the inequities in an ancient copyright law. However, if photocopying is too severely limited or assessed a high fee as compensation to the copyright owner, a real burden will be placed on the medium-sized public library. I would hope that the National Commission on Libraries and Information Science would spend some time studying this area with the possibility of reaching the most desirable recommendations for changes in law which would be mutually advantageous to authors, publishers, and library users.

4. Inadequate space for books, people, staff, and new services is one of the major problems facing effective public library service in Cedar Rapids. We currently occupy a Carnegie library building built for a city one-forth the size of Cedar Rapids today, to which three small later additions have been added leaving a main library 23,000 square feet short of meeting the 1969 minimum American Library Association standards. The main building is further restricted due to a broken floor plan and poor mechanical systems. For example: The two story building has nine random levels. Three air conditioning systems and six window units are in operation and yet 40% of the main building is not air conditioned. Our children's librarian has her office on one level, her library on another, and her storytelling area on yet another level. The Adult Department was built to accommodate 28,035 books. Yet today there are over 83,000 books in this part of the collection not to mention thousands of records, 15,000 bound periodical volumes, 50,000-60,000 pamphlets, government documents, 700 telephone directories, 8mm and 16mm films, thousands of paperbacks, and much more. George S. Bobinski in his recent book "Carnegie Libraries" indicates that 1,137 Carnegie buildings are still operated with substantially the same exterior as when they were first built. Thus, the problem must be one that is being faced in countless medium-sized communities. With the tying of construction funds to the property tax, the future replacement or expansion of these 60-70 year old buildings does not look bright. The problems posed by out-dated, inefficient physical facilities will become even more acute in future years in hindering the medium-sized public library's ability to provide the quality of service it has so ably done in the past.

5. As communities continue to grow in population and diversity, increases in the number of both professional and clerical staff members is anticipated if a high standard of public library service is to be maintained. American Library Association standards indicate that the Cedar Rapids Public Library should employ 4 additional professional librarians and 12 additional clerical staff. Most medium-sized public libraries do not appear to have adequate staffing and this will become even more critical as the public user presents his demands for increasingly sophisticated services.

6. The complexity of the various aspects of our society today requires that individuals have access to information and supportative materials in order to lead more productive lives. Cedar Rapids, with a wide variety of excellent libraries, is located in a county public library service and is surrounded by many towns that either have no public library service or inadequate service. It seems incredible to me that as we approach the two hundredth anniversary of the founding of our country and the twentieth anniversary of the 1956 Federal Library Services Act that there are large numbers of rural adults that do not have any access to a library of any type. As medium-sized cities become identified more and more as cultural, economic, and educational centers in their geographical setting, development of the medium-sized public library as a regional library center appears to be a reasonable developmental goal. Such a system could be structured to protect local interests and preserve the desirable effects of local pride and participation in planning library development. Larger and more specialized collections could be utilized as back-up resources provided fair and adequate compensation of those services could be paid. The introduction of State and/or Federal aid on a more massive scale would certainly accelerate this process. A funding switch from a property tax dependency to financing by an income tax would also probably accelerate the process of delivering library services to rural areas.

7. Extension programs of service to those persons in need of special types of services, such as inmates of correctional institutions, the homebound, the culturally disadvantaged, the blind and handicapped, the elderly, persons suffering from short-term illnesses, and the chronically ill are generally lacking or inadequate. Hopefully, the next few years will see an increased emphasis on the development of special extension services to persons who for one reason or another cannot utilize the traditional concepts of public li-

brary service. This projected goal is in keeping with the ideal of universally available public library services.

I have included a background sheet on the Cedar Rapids area for your information in evaluating my comments. Obviously, I am very much influenced by the nature and composition of the community in which I work and you should take this into account. The following is a list of services which have been implemented at the Cedar Rapids Public Library within the past two years. These are in addition to providing the more traditional adult reader's assistant, reference, extension, and children's services and illustrate the demands that are being made on medium-sized public libraries. My personal evaluation is that demands of this type will increase rapidly rather than decrease.

1. The Cedar Rapids Public Library is working with a volunteer cadre of approximately twenty individuals at a local hospital to provide library service to short-term patients.
2. A drug education program is currently being developed at a cost of approximately $25,000. This program is financed by local funds combined with a L.S.C.A. grant and involves several social service agencies and the Cedar Rapids Community Public School System. It is being administered by the Cedar Rapids Public Library.
3. Service is currently being directly delivered to the Linn County Jail; Special Problems Center; Meth-Wick Manor (a home of primarily elderly persons); the Home for Aged Women; and similar organizations in the community.
4. A books-by-mail program is being conducted which provides delivery of library materials for an individual who cannot use existing public library facilities.
5. The Cedar Rapids Public Library is a member of the Iowa Library Information Teletype Exchange which allows rapid location and delivery of interlibrary loan materials.
6. A Friends of the Public Library organization came into being in March, 1972, to aid in the development of library programming.
7. The Cedar Rapids Public Library recently joined a 16mm film cooperative to at least provide the beginnings of 16mm film service to the community.
8. The Cedar Rapids Public Library is an associate member of the Periodical Center of the Associated Colleges of the Midwest. This has greatly expanded local access to periodical articles.
9. A dial-a-story program is in operation which allows preschoolers to hear taped stories over their home telephone by dialing a predetermined number. Over 175,000 calls should be handled by the automated equipment this year.
10. Increased emphasis is being given to utilizing automation for clerical routines.

I hope that you find this letter of value as you pursue your very difficult task. If I can be of further assistance, please do not hesitate to contact me.

GENEVIEVE M. CASEY*
Associate Professor

Department of Library Science
Wayne State University
Detroit, Michigan

Prepared for the
National Commission on Libraries and Information Science

I welcome the opportunity to share with you some ideas regarding new directions for the public library, and recurring education for librarians.

I. The Public Library

There is urgent need for research and demonstration to examine and assess, in a variety of critical dimensions, the urban public library as a viable service institution, what its alternate futures might be, and what the role of the Federal government should be in supporting and reshaping it. The fiscal crisis of most cities, makes it essential that such needed exploration be funded at the federal level since state and local funds today are often not even sufficient for minimum day-to-day operation.

The American Public Library is now suffering an identity crisis.

The recent Public Library Goals Feasibility Study, directed by Mrs. Allie Beth Martin,* has documented again that public librarians cling to the concept that they serve *all* strata of society and all individuals within their support area, whereas in practice, libraries are structured to serve a well defined minority of white, well educated, middle class people.

As major urban libraries lose their traditional clientele in the widespread flight to the suburbs, they face such crucial problems as:

1. A new public (often less educated, culturally different, economically deprived, of minority group background) who are not accustomed to using library service as it has been and is structured.
2. Excellent and expensive-to-maintain, unduplicatable research level collections, relatively unused by the core city residents, and in great demand by businesses, industries, students, professional people and other residents of the suburbs, to whom they are legally closed.
3. An eroding tax base in the correctly and the need to find some way to transcend the political fragmentation of the metropolitan region in order to plan area wide service.

Public libraries are also losing many of their traditional users with the development and substantial improvement of other resources in school, community college, college, university and special libraries.

As information explodes in range and depth, the cost rises of providing access to it in a variety of print and non-print forms. People have greatly increased need for information, packaged in new ways. The new technology offers the possibility of new levels of access and requires new skills of the librarian The new technology demands high levels of centralization at the same time as a counter-trend toward decentralization and community control challenges traditional library organization.

Since 1956, and significantly since 1966, the federal government through LSCA and other legislation has been providing funds to stimulate the improvement of public library service. There is some concern now about whether these funds are only intensifying patterns of service and organization which are no longer viable. There is also concern about where continued operational support of public libraries should come from, as municipalities and states find themselves in drastic fiscal crisis. Questions are being asked about whether the public library today, along with other agencies, may be duplicating services, and where the library's priorities should be in a rapidly shifting society.

As a first step to finding answers to these and related questions about the future of the public library, I would like to recommend that the National Commission sponsor a series of working conferences to which outstanding public and state librarians and relevent authorities from other disciplines would be invited.

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* Public Library Association. *A Strategy for Public Library Change*. pp. ix-x. Chicago, American Library Association, 1972.

Topics of the Conferences might be:

a. *Financing the Public Library* — the fiscal plight of city libraries, rising costs, patterns of state aid, federal funding, accountability, budgeting by objectives, evaluation.

b. *Staffing and Organizational Patterns* — problems of metropolitan consolidation, local community control, participatory management within library staffs, skills and attitudes needed by new and present library staff in order for the public library to move into the future, utilization of staff, paraprofessional and professional, specialists from other disciplines, as well as librarians.

c. *The Library as an information-referral center*

d. *The Library as a classroom without walls* — as is now under consideration by the National Commission of Non-Traditional Studies.

e. *The Library as a rehabilitation center* — for the aged, alienated youth, the mentally ill, the retarded, the criminal and delinquent, addicts and alcoholics.

f. *The Library as a cultural center* — especially as an instrument of ethnic and neighborhood pride in urban ghettos — as an exponent of pluralism in a polarized world.

g. *The Public Library as a coordinator of all kinds of libraries* — the library network, the relationship of the Public Library with school, community college, academic and other libraries.

Participants would be asked at each conference to:

a. Assess future directions of the public library:

b. Assess and recommend alternate federal support roles;

c. Identify the most urgent unanswered questions and missing data;

d. Suggest guidelines for progress into recommended directions.

Participants might be supplied with a bibliographic essay on each topic before coming to the conferences, which would highlight the issues and the present thinking and aspirations of the profession. Conferences might be taped and proceedings published.

These conferences would not only clarify the direction in which the public library should grow and encourage public libraries to try new structures and services, but also should result in a variety of by-products immediately useful to the whole library profession such as:

a. A series of bibliographical essays defining the state of the art, and major issues and problems in the most promising future directions for the public library.

b. Proceedings of the working conferences, reflective of the best thinking of leaders in the public library and other related professions about alternate futures for the public library.

c. A final summary report which should embody the best present thinking on alternate futures for the public library and for federal support roles.

II. *Recurring Education for Librarians*

The American Association of Library Schools, at its January 1972 annual conference, distributed to its members the following position statements on the role of the Association in Continuing Education.*

(1) Continuing education of librarians is one of the most important problems facing library education today; (2) In spite of the undeniably good job which is being done by some library schools, there is a great need for coordination and expanded programming in post-graduate continuing library education in order to meet the needs of practicing librarians; (3) Library schools have a responsibility to develop programs which will (a) enable graduate librarians to continue their lifelong professional development and (b) meet the needs of the profession by lessening the gap that exists between available knowledge, concepts, and technology and their application in library practice; and (4) Continuing library education is a national problem for which the best solutions can only be found through coordinated and vigorous national planning involving at a minimum five cooperating components: the library schools, the library associations, the libraries, the state and regional library agencies, and individual librarians.

In harmony with this position, in November, 1971, and again in June, 1972, representatives of Midwest state libraries, state library associations and ALA accredited library schools met at the invitation of Wayne State University to discuss a pilot project for a regional, multi-state approach to providing, on a long-term basis, continuing education for librarians from all types of libraries.

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* Report of the Study Committee on the Role of the Association of American Library Schools in Continuing Library Education. Distributed at Annual Conference of AALS, Jan. 21-22, 1972.

It was the consensus of this group that:

1) Upgrading of the present library work force should be receiving increased emphasis and that it is the responsibility of state libraries, library associations and library schools to assume leadership.

2) The USOE HEA IIB institute program has contributed to the upgrading of the library work force, but has certain built-in limitations. (The regulations do not encourage institutes to be repeated, or to be built upon. Annual grants do not encourage long-range planning. National priorities do not always coincide with regional needs.)

3) Planning should include the needs of all types of libraries — public, state, academic, school, and special. (Surveys conducted by Catholic University and Wayne State University tend to verify a consistent pattern of need for training and retraining *in management skills,* (personnel administration, performance budgeting, public relations, systems analysis, etc.) *the impact upon library operations of the new technology, and service to special groups* — the disadvantaged, ethnic minorities, the aged, young people, business, industry, etc.)

4) Planning should be on a regional, rather than a local or state level, since this would enable pooling of needs and resources for long-range impact.

5) The *regional* recurring education should be on the professional level with training of sub-professional and para-professional staff the responsibility of local or state libraries. Emphasis in the region should be on training trainers. Emphasis should also be placed on coordinating the education of personnel on all levels of the Asheim Manpower Scale.

6) Library schools, library associations (including associations of library trustees), and state libraries should collaborate in long-range planning.

Since there is general agreement on these principles, the next step to implement the project is a preliminary study of a Midwest Recurring Education Center. This preliminary study should:

1) Define the region (alternatives would be the states included in USOE's Region V, or the 3 states — Michigan, Wisconsin, Illinois which have already held one joint conference and are planning another, or at the beginning, a two state region such as Ohio and Michigan.)

2) Inventory training needs, with the collaboration of the state libraries and state associations.

3) Inventory *resources* for recurring education within the region.

4) Recommend a structure for the establishment and administration of a Midwest Center for Recurring Education.

5) Develop a plan for a 3-year demonstration.

6) Develop a plan for *evaluating* the effects of recurring education upon the *services* and *impact* of the cooperating libraries, leading to a cost-benefit analysis.

After the completion of the preliminary study (which could be conducted in a few months at a minimal cost), the region should be ready to seek funds for the demonstration which should provide the nation with valuable data on the most effective methods, content, structure and administration of recurring education for libraries.

I would like to recommend that the National Commission sponsor the preliminary study for this pilot project of regional recurring education.

ROBERT F. CAYTON
Librarian

Marietta College
Dawes Memorial Library
Marietta, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

My name is Robert F. Cayton and I am librarian of Marietta College, an 1800-student liberal arts college, located in a southeastern Ohio town of 17,000 population. My 21 years of professional experience include 18 years as a library administrator and consultant, the presidency of a state library association, and long service as a member and officer of the Board of Trustees of a regional computerized system of library services.

It is a pleasure to share with the members of the Commission some thoughts regarding the local and national needs of libraries as the Commission seeks to set its priorities for action.

The basic reason for a library's existence is to provide information to the people. The best collection of books and the finest facilities are not really a library unless the collection and facilities are staffed by an aggressive, knowledgeable, and intelligent staff, and are used by the people to increase individual knowledge and thereby, collectively, the knowledge of society.

Never before in recorded history has the local library required as much aid to develop with speed and in a rational manner the enormous potential of its resources. While financial aid will always be welcomed by every librarian, I am thinking at this time of other kinds of aid which can be drawn from the human and technological resources of this nation. The local library of whatever type and size must take advantage of any means available to it in our highly sophisticated civilization to secure, organize, and service the collections of library materials. The ultimate aim of every librarian should be the provision of quantities of materials and quality of services sufficient to answer the essential informational requirements of its clientele. Libraries must be user-oriented.

Traditionally, librarians have gone beyond the limited boundaries of the local library to obtain the answers to the myriad questions which library users ask. This is the basic premise of the present interlibrary loan system and the universal borrower's card, as well as cooperative acquisitions plans and contractual technical processing programs. But it is very apparent to the reference librarian, and to the cataloger, that these programs do not provide total answers to the problem of providing information services. Not only are these programs failing the librarian, but the cost of locating and transporting materials among libraries is now prohibitive. It can be said, then, that libraries are caught in the tightening vise of the increasingly heavy crush of their clients demands for information and the ever accelerating rise in cost of services.

It is my opinion, therefore, that the local library should now turn with all deliberate speed to the world of technology for help in solving the problems of bringing client and information together at the appropriate moment. Permit me to cite an example of what I mean.

Marietta College is participating in a computerized system of on-line shared cataloging provided by the Ohio College Library Center, an on-going, cooperative, regional library system based in Columbus, Ohio, and presently serving some fifty Ohio academic libraries. In the near future the public libraries of Ohio and several other regional library networks will be utilizing the services of the Center.

The use of the OCLC system at Marietta College is dramatic. Careful utilization of the on-line shared cataloging system has permitted the Technical Services Division to catalog 23% more titles during fiscal 1972 than were cataloged during fiscal 1971, with a 50% reduction in professional cataloging time and no additional clerical or student help. At the same time, the personnel of the Division processed, through reclassification, as many volumes as had been added during the fiscal year, thus in effect doubling the production while having the professional cataloging time. The professional time saved

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was allocated to the Reference Department, thus increasing the potential effectiveness of the library's service to students and faculty.

The on-line shared cataloging system is only one of several systems planned by the Center. A serials control system and an ordering system are in the process of being implemented and should be operative within the next year or two. It is a challenge to plan for the activation of these additional systems and to anticipate further savings of time and cost per student, a cost which hopefully can be passed on to the student himself in efficient and excellent library service.

It is my suggestion to the Commission that it give top priority to the development and support of a national network of regional computerized library centers such as OCLC. A national system of networks would revolutionize library services for every type of library. For the local library, such a system would retard spiraling costs, reduce the geographical isolation of many local libraries, and effectively curtail the time element in library processes, all to the benefit of the library user. It would also relieve some of the pressure placed on the Library of Congress by the local library. For a variety of reasons too numerous to include here, librarians should remain insistent that the Library of Congress maintain, with adequate government support, the awesome role of the national library. But it is time, I think, that the local library cease looking to LC to solve all its problems.

In order to establish an effective network of computerized library centers, decisive action on a national level must be taken in two areas: 1) a great deal of basic and applied research in relevant areas, e.g., library management, must be done, and 2) the concept and practice of library education must be closely reviewed, restructured, and revitalized.

Librarians must find some definitive, hard answers to certain questions. For example, 1) who uses their libraries and why? 2) what constitutes a basic reference collection? and 3) what is the actual value of reserve book systems? Librarians have merely guessed at the answers to these and a host of other questions through the past centuries. Is subject cataloging of sufficient depth? Can the card catalog be replaced by the book catalog? I do not understand why book and nonbook materials are treated as oil and water by librarians. The client is seeking information; he doesn't care where the librarian finds it for him. He cares only that the information is obtained. In sum, it is obvious that librarians must undertake research in many areas. A fuller utilization of technology would certainly be a boon in this type of research.

Lest any librarian believe I advocate replacing librarians with machines, let me assure him, I do not. What I am suggesting, however, is that librarians employ the tools and methods of technology in their libraries in order to bring about better library service. Therefore, it is my belief that a second high priority of the Commission should be the establishment of a nationwide program of basic and applied research in all areas relevant to library service. This program should be directed by librarians with advice from experts in many fields, such as electronics, management, and economics.

I have referred to the fact that appropriate use of technology in libraries helps to free the librarian from onerous, routine duties to allow him the time to work more closely with his clientele. This fact, I know, frightens many librarians. It creates a feeling that their jobs are insecure. In my opinion the most intelligent way to alleviate these fears and to develop the real potential of librarians is to teach them how to live and work in our new and rapidly changing environment. It is my contention that library school curricula must be restructured to provide the student with training in the behavioral sciences, among other things. I think that librarians must know how to "catalog" people as well as books. In addition, intensive programs of in-service training must be created and maintained on a regional basis, so that librarians may, as needed, avail themselves of the new technology.

Every librarian believes that the book collection is the most important element of a library, and that the *only* resources in a library are found on the printed page, or on electronic tape, or film. This is, and certainly must remain, true — up to a point. But librarians must realize that the most precious resource of any library is the library staff member, who is the real key to the knowledge stored in the library stacks. Too often libraries are characterized as dusty warehouses and their staffs are unknown and forgotten members of the community.

Many library educators and library administrators fail to develop the assets of their staffs. The technical training of librarians should be minimized and training in how to work with people should be maximized in library school curricula. The talents and knowledge of librarians often remain untapped by clients because librarians have been trained to be indexes to books, not indexes to "books and people." The Commission, in my opinion, would perform a magnificent service to the profession if it provided the impetus and the on-going leadership which would be necessary to review, restructure, and revitalize library education.

While there are certainly many other areas of concern to librarians, it is my belief that local libraries and the nation as a whole would be well served if the Commission established as priorities, for immediate implementation: 1) a nationwide network of computerized library centers, 2) a nationwide program of basic and applied research in all areas relevant to library services, and 3) a nationwide review, restructuring, and revitalization of library education.

Thank you for this opportunity to voice my views.

RICHARD M. CHESKI
Assistant State Librarian for Library Development

The State Library of Ohio
Columbus, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for this opportunity to present this information to you regarding our role in developing statewide library programs. The State Library of Ohio, like many other state agencies, is changing its emphasis from operations to planning and coordination. There are compelling reasons why such changes in responsibility must occur.

First we see the needs of the people changing. There is a greater demand for library service, and better service and therefore, the role of the local library whether it be public, school or university, has changed substantially within the past 10 years.

Libraries are encountering problems in coping with proliferation of materials including many fields which never before were represented in library stacks. The format of these materials sometimes adds to the problems of the libraries as technology produces varied types of media — films, records, cassettes, TV tapes, computer tapes, etc.

Rising costs not only of materials but for salaries and development of specialized services have produced major and continuing problems for libraries.

We have seen changes in the past few years in the organization of various levels of government and we can expect more. There is a stronger stress on a systems view of service and the concept of a public service delivery system to people. With government reorganization and the concept come new patterns in taxation, financial support, and organization. There is a greater competition for the tax dollar in the financing of public service.

The State Library of Ohio, like many other State Libraries, faces difficulty in planning and development because of limited staff and money. Nevertheless, we have made significant advances in the recent years. As a state agency we work with autonomous systems. Much of our work requires a measure of consensus and this in turn requires a interest, cooperative efforts, and agreement among libraries, the State Library, professional associations, and library interest groups in the state.

After a major statewide survey of Ohio libraries and State Library services was completed in 1967, the Ohio Library Development Plan was formulated and new library legislation for the State Library and for the development of regional library systems was enacted in 1969. Accordingly, our work has been toward the implementation of systems and networks, and the Library Development Division of the State Library of Ohio has as its four major objectives:

1. To develop a program for the statewide utilization of the information sources available in Ohio's major libraries.
2. To encourage libraries to develop programs attacking basic social economic and educational problems.
3. To develop sound financial organizational structure of library services.
4. To administer federal and state subsidy funds fairly and effectively.

Staff work through consultant visits, committee work, grant programs, continuing education and research is directed toward these objectives. Through the Library Services and Construction Act grant program the State Library has been laying the groundwork for regional systems, and has been encouraging libraries to evaluate their programs, objectives, and services.

We also have a priority on statewide reference and information network development. LSCA funds have been used to fund network components, testing parts of the system. While much of this has centered around public libraries, cooperative developments including school, academic and special libraries have also been funded.

Through seminars, workshops and other continuing education programs the State Library has endeavored to bring together librarians of academic, public, school and special libraries. These programs have opened up a channel for an interchange of ideas which could not have otherwise been established. The State Library has taken a leading role in upgrading professional development and has increased opportunities for professional librarians to advance and grow. Public, school, university librarians throughout the United States have participated in the Miami University Library Executive Development program. This seminar in management was originally designed by the State Library of Ohio and Miami University for public librarians in Ohio to make them aware of management problems and solutions and evaluate their systems for better utilization of resources. Its success encouraged Miami University to establish the program on a self sustaining basis and open it to librarians throughout the nation.

These programs are illustrative of the efforts which the State Library (like other state libraries) has undertaken because of its commitment to greater utilization of all library resources in the state.

There is a greater job ahead, particularly in cooperation and coordination of different types of libraries. Librarians from different types of libraries are aware of problems and perhaps of statewide development needs in their own type of library, largely because they are made aware of this through contact with their colleagues and through their professional association. They also have a working knowledge of resources and problems of other types of libraries in their own community or area. However, our experience in the 1971 Library Standards and Planning workshop on interlibrary cooperation shows that few librarians have a thorough knowledge of overall library needs statewide. The State Library is the agency which is most likely to have this awareness because it has statewide responsibility. However, it is often difficult to ascertain or document some of the needs of varying types of libraries because statistical information is fragmentary and not uniform.

There needs to be more coordination effort assisted by federal funds, (LSCA, ESEA, HEA, and others), so that library resources and services in Ohio may develop on a total utilization basis instead of on a piece-meal basis. Since the State Library and all types of local libraries have a commitment to the development of improved services, it is important that communication among them be open. But there also needs to be a closer communication between the state agencies and the federal agencies in planning and evaluation of programs, particularly in federal discretionary programs which distribute directly to individual libraries. Unfortunately today we can see the USOE requiring statewide plan for Library Services development, and at the same time making grants in that state without consultation to that plan.

I would like to suggest the following points for possible review by the National Commission in developing their priorities:

1. That the National Commission bring to the attention of the President and the Congress the need for increased funding in the Library Services and Construction Act (especially in the Title III Inter-Library Cooperation Program). Increased funding must also be urged for other federal programs with library components, particularly ESEA and HEA.

2. That the National Commission bring to the attention of the U.S. Commissioner of Education and the Associate Commissioner of the Bureau of the Libraries and Learning Resources the need for the United States Office of Education to coordinate its discretionary grant programs with the long-range planning and development efforts of the state. State Library agencies should have at least the opportunity to comment on federally funded programs which are initiated in their states.

3. That the National Commission take the initiative in the planning and development of a centralized information retrieval system of library studies and research in progress.

4. That the National Commission call attention to the need for adequate information and statistics on all types of libraries and to support the adequate funding for the National Center for Educational Statistics.

JACK CHITWOOD
Director

Northern Illinois Library System
and the
Rockford Public Library
Rockford, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I appreciate the opportunity to make the following comments in response to your invitation and shall be happy to elaborate further should you wish. Please keep in mind that I'm not concerned about the terminology used for the institutional cover by which we and our successors may refer to the housing of these services and materials, but rather the quality and quantity with which we make them available to our total population.

(It is appropriate here, I think, to indicate that Illinois will be holding a very important conference next year, the purpose of which is to explore and perhaps develop a *total* approach to the solution of the problem of providing all our people with the (library) materials and services they need, when and where they need them, and at a level appropriate to their need.)

1. The provision of (library type) materials and services is a necessity to support our way of life.
   a) The permissive availability of these materials and services at whatever level a community (be it political or formally educational) wishes can no longer be tolerated.
   b) These services must be mandated from the level of the largest political unit we can coerce and established at the highest level of competence we can imagine.
   c) They must be accessible without inhibitions to all our people.
      1) This applies to the services in formal educational situations as well as to the general public. (The majority of educational institutions tolerate the library requirements of accrediting agencies/fund sources at the lowest level allowed and are not generally service oriented.)
2. Systems appear to be the best approach to the equalized provision of the services and materials.
   a) Systems are able to equalize opportunities for access and provide superior services and collections within their boundaries and between each other much more flexibly and effectively than smaller units.
      1) The provision of adequate duplication as well as the inhibition of unnecessary duplication can be administered more effectively from a wider base.
      2) Recruiting, continuing training, and scheduling of personnel in more appropriate and rewarding assignments can also be accomplished more effectively.
      3) Care must be taken to assure a large enough base; there are too many instances of systems with inadequate bases.
      4) The dependence on cooperation as a a preferred tool for accomplishing anything should be abandoned.
   b) System responsibilities should include provision of the various types of services and materials needed by individuals and groups, organized and unorganized for the total area, population, and institutions encompassed.
      1) Thus the formal educational community must be supported, but equally, and perhaps even more important, is adequate and appropriate support for out-of-school individuals and groups.
   c) Systems should be developed with strong administrative units having the requisite authority and support, financial and otherwise, which can assure the de-

velopment (including necessary research activities) and provision of the appropriate services properly located, and can in turn provide adequate support for local situations as these became known.

    1) Systems should develop flexible (mobile) solutions to support problems.

3. Library services, in whatever institutional form they may be developed, should be divorced from local political control.
    a) The concept of local autonomy for library control is not really defensible when we speak of quality and quantity of materials and services.
    b) The total problem of citizen control of public institutions needs study in depth. As it applies to libraries, the prevailing board of "lay" citizens is outmoded. It was developed before there was a professional cadre to support such services.
    c) Strong control should be exercised from the highest level.
        1) Such control is necessary to see that our people are assured of quality service all the way down to the individual.
4. Financial support should be on a matching basis.
    a) Support from the top (federal at present) should be available only if the mid-unit (state at present) is willing to assure a specified proportion at its level and will require the local unit to provide the remainder.
        1) Support "in kind" should not be acceptable.
    b) Support should be based on flexible formulas.

HARRIETTE M. CLUXTON
Medical Librarian

Illinois Masonic Medical Center
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The dominant special libraries in the medical and health fields for many years were those of the medical schools, the medical associations, and the federal government. Most hospital libraries were those for patients in institutions offering long-term or custodial care. What libraries there were in general hospitals were operated for the medical staff, and largely supported by them — the "Doctors' Library." If the hospital operated its own nursing school some sort of library service was developed for the students.

Today the Hospital Library is the real workhorse in the medical and health field. But it is still struggling to change its image — to catch up with the rapid changes imposed upon its parent institution by such forces as the extension of insurance plans, pressure for accreditation, rising costs, government controls, etc., as well as the new concepts of the role of hospitals in health care, and the reflection therein of advances in medical knowledge and technology.

"Patient Care" is still the reason for everything that goes on in a hospital today. But most librarians never see a patient; typically he stays less than a week (or is never admitted at all), he doesn't need or can't absorb bibliotherapy; and his reading-for-diversion needs can be met by volunteers with their book trucks stocked with best sellers in paperback.

Increasingly, nursing students are being trained elsewhere, but the hospital is getting more deeply involved in other facets of education.

For one thing, more medical students are in the hospital, and *sooner*. Material adequate for attending staff and residents must be supplemented with texts and handbooks, and more instruction in using libraries must be provided.

More importantly, the last 20 years has seen a tremendous increase both in numbers and in diverse titles of workers in the health fields. The Manpower Administration's 1971 Revision of *Job Descriptions* identifies 55 *new* health jobs. It also states that only a little more than one-third of total health service personnel are the doctors, dentists and nurses — the medical professionals for whom some library service has traditionally been available.

What are we providing especially in hospitals for the other two-thirds? "Career ladders'" are discussed, but what concrete help are we giving employees toward their self-improvement? Toward their improved performance on the job? This is the new slant on education in the hospital today.

I feel that here is an area the Commission might well investigate. The majority of workers in the health fields have sketchy library service, if any at all. What library funds there are tend to be used for medical education and research — not more than a trickle gets directed toward the paramedicals, technicians, nonmedical professionals and supportive personnel.

As well as urging some redistribution of funds into this area, the Commission might well encourage the production of printed materials suited to these readers. Right now, there is *one* paramedical dictionary and a few terminology books and medical secretary's handbooks which have won wide acceptance. In well established fields like Rad. Tech. there are textbooks and even a few journals. But for the vast number of health service employees, there is a striking paucity of suitable career-related literature. A. V. materials are developing slowly.

The health field grows in all directions today, not just according to "what the doctor ordered." Every new program the Hospital envisions or eventually adopts is reflected in the Library's work. For example, we research before the grant application is written, dig up materials on planning facilities, perhaps help write job descriptions and promotional pieces, stock books for training the new personnel involved, etc.

Subjects like sociology, economics, social work, social psychiatry, management, and especially law must now be represented in our collections. This is a far cry from the medical, nursing and a few general reference books of yesterday's libraries.

I'm sure the Commission has been urged before to back reform of the copyright laws. Not only must provision for the traditional "single copy for scientific and scholarly purposes" be protected, but true recognition must be given to the fact that interlibrary loan is the life-line of the Hospital Library. Forced by the varied nature of their clientele and the wide range of subject matter required for their needs — at the same time usually restricted by funds and space and traditional attitudes — few hospital libraries could function well if this vital source of assistance were cut off. And production of multiple copies of articles to be used within a health institution for instructional purposes should be freely allowed.

Thanks to the growth of the Regional Medical Libraries with their networks and other services, and to the stimulus of the Regional Medical Programs, Hospital Libraries are finally off and running. Hospital Librarians are being listened to in professional circles, and there is even a textbook on how to run a Hospital Library coming off the press this summer (a bit late?). My remarks have been slanted toward Hospital Libraries because we are the majority of libraries in the fastest growing part of the economy —health services. Our strength is in the magnitude of our challenge and the courageous determination with which we face it. Very few are so fortunate as I have been, for whom financial and administrative support have been generous. The Commission can help the vast majority of us by recommending more adequate funding for health care libraries (even from the private sector — why should so much be for research?), strengthening of the federal programs now in existence, and by zealously resisting their curtailment; by urging recognition of status of libraries and librarians in this field; by encouraging the development of suitable literature and supporting copyright law reform especially in its inter-library loan aspects; and, in short, by recognizing and abetting the growing importance of the health service sector of the Library Community.

ZOE L. COSGROVE
Librarian

3M Company Tape Division Library
St. Paul, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I apologize for my delay in answering your letter and thank you and the Commission for your invitation to comment on information needs in the Twin Cities area. Several of us who received such invitations (Grieg Aspnes of Cargill, Inc., Audrey Grosch of the University of Minnesota Systems Division, Zella Shannon of INFORM-Information for Minnesota, and I) agreed that the local special libraries and information centers could make the most efficient use of your limited time in this region by submitting a joint statement. I understand this will be done.

I have concerned myself personally, in helping to prepare the Special Libraries Association presentation to you for example, more with national/international priorities and potentials of non-tax-supported libraries than with geographically coincident information agencies. As a librarian at the headquarters of a billion dollar corporation, I have immediate physical access to ten of 3M's libraries and its computerized information facility. Despite these extensive on-site resources, 3M librarians naturally make extensive use of materials not available in-company. Fast and efficient access to materials outside our own institutions Mr. Aspnes, Ms. Shannon, and I set as a number one priority. We agreed that a registry of data and materials available, regardless of source or format, and a workable system for obtaining access to needed items should be established at the earliest possible time on the widest feasible base. Obviously central registers and/or union lists, interlibrary loans, and other cooperative efforts are commonplace. Patchwork networks, more or less formal and more or less functioning, are common, too. However, due to each institution's proper concern with serving its financial supporters (taxpayers, students, or corporate management and employees) and less admirable insistence on autonomy (and/or self-aggrandizement), these voluntary efforts often fail to fill information needs. I believe that if your Commission were to persuade the national government that non proprietary information resources in both the private and the public sectors should be inventoried and accessible to those with a need to know as a matter of policy, most institutions, including such good corporate citizens as my company, would willingly cooperate.

If access were convenient, expenditures for information service could return a much better value for each dollar by eliminating unnecessary duplication of expensive items and encouraging information users to consult published literature before reinventing the wheel. The present haphazard system sometimes makes it less expensive and time-consuming simply to take rock and chisel and start chipping one out.

DON S. CULBERTSON*
Executive Secretary

Information Science and Automation Division
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to submit written testimony to the National Commission on Library and Information Science preceding its hearing in Chicago, Illinois on September 27, 1972.

Paragraph three notes "We are particularly interested in your views on the developments in library automation which have been or will be of significance to future library planning."

Library automation efforts to date can roughly be categorized thusly:

1) Automation of technical service operations of libraries such as book catalogs, order systems, and circulation control. These systems enable the library to speed up operation cycle time, provide management information (statistics) not available before, and improve public service.
2) Cooperatively developed automation programs which spread development costs and enable larger scale systems to be implemented. Typical of these consortia, frequently organized for broader purposes than just library automation, is the New England Library Information Network (NELINET).
3) Automation products for public service use. These vary from tools for the use of librarians, i.e., book catalogs, authority lists, to services furnished directly to the ultimate user, i.e., SDI systems, custom searching of machine-readable bibliographic files.

An estimated one thousand libraries use some kind of automated procedures. The most common are holdings lists of various kinds, especially serials or special collections. Nearly all of these operations were developed by the using institution, on data processing machines which happened to be available. The first significant nationwide effort was the creation of the Information Systems Office at the Library of Congress. During its metamorphosis into the MARC Development Office of the Processing Department it did the two things necessary to the automation of libraries on a broad scale. First it developed the standard format for the interchange of bibliographic information and second, began the enormous task of converting bibliographic records into the standard MARC II format on a systematic basis. In the process of developing the MARC system, several basic studies were undertaken to lay the theoretical foundation of the task or to delineate the procedures in such a way that the procedure became a landmark in library systems development. The National Commission should recognize the importance of the contribution to the state-of-the-art of the MARC Development Office, encourage the Librarian of Congress to assign broader responsibilities to the MARC Development Office especially basic research in contemplated automation activities, and encourage the funding of the continuation and expansion of the RECON Project, the program of retrospective conversion of LC records to the MARC II format.

Cooperative systems development, especially that done by a consortium; on-line library automation including both cataloging/card production similar to that done by the Ohio College Library Center and circulation systems typified by that at Northwestern University; and remote searching of computer tapes for bibliographic or data use depend upon transfer of data from one place to another. Many types of communications facilities are available for immediate use such as Bell System land lines and MCI's microwave transmission facilities. Other communications technologies are available on an experimental basis such as various members of the NASA satellite series or are not yet in operation except in the laboratory i.e., lasers.

Although several experiments in transmitting facsimiles for library use have indicated an unjustifiably high cost to benefit ratio, the rationale for transmitted library data has changed in the last few years and some of the newer methods of transmission may make library type use economic. The National Commission could bring the library community and agencies like NASA together so that experiments could be funded and prepared in time to take advantage of the new broad band, two way, high powered satellites to be launched beginning in 1973, ATS-F and G. A periodic reexamination in the light of the present environment of experiments such as that done by the University of California should be undertaken to see if the changing economy or new technologies will make them feasible, also might be encouraged. Cooperative experiments over commercial satellites might be fostered with foreign countries. The Agency for International Development has indicated an interest in assisting with such experiments.

As previously stated, the preponderance of the automation effort in libraries is the result of the effort of the individual library using a small systems staff or contracting services from their campus or city data processing department. Developing systems were so unique or in such a state of flux that the transferability of programs from one system to another, a highly touted advantage of nearly all recent programming languages, is nearly non-existent. Yet this possibility has been a feature in the justification of the development investment for most system endeavors. The National Commission would hasten the spread of the better systems if research could be promoted in computer program transferability; especially if the process of transferring programs from one computer to another, especially, of different makes, were written up in detail.

Another aspect of this "transfer" problem, is the availability of one or more complete "turn-key" systems. These would be especially useful if they used one of the more popular mini-computers so that hardware, software, forms, computer operations manuals, library procedure manuals, etc., were available for one flat rate. This would enable a relatively small library to enjoy the advantages of automation without incurring the high one-time development cost otherwise necessary.

Although librarians can find ample evidence that properly conceived and tested automation systems are economic, it has become fashionable in some library circles to "knock" automation. This not only forces the burden of proof upon librarians convinced of the economic usefulness of automation but also tends to make headlines of the anti-automation pronouncements. The greatest danger in these headlines is the influence they might have on library trustees, college and university administrators, municipal and state officers, and federal government officials. Negative attitudes fostered in these quarters are difficult to counter. The National Commission, however, can reach these various groups and publications reflecting the true picture in library automation would carry weight with them.

Much of the foregoing is predicated upon the availability of material in the library, to be promoted by the library to users of the collection. Many of the parts of the proposed Copyright Act represent benefits for private special interest groups and do not reflect the rights of the public to access to information, much of it produced with public funds. A prestigious agency must take it upon itself to speak to the Congress, to the administration, and to these special interest groups, in the public interest to guarantee at least 1) the right to experiment with information storage and retrival system, information manipulation, and information delivery systems and 2) the right to use copyrighted information for scientific research without penalty. I believe the National Commission should be that agency.

Thank you for the opportunity to present my views on library automation to the Commission.

JOSEPH M. DAGNESE*
Director of Libraries and Audio-Visual Center

Purdue University
West Lafayette, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Rogers & Weber (1) define a university library as "a research library which is typically a congeries of special libraries, rather than merely a major collection on a fairly circumscribed area or subject, such as are the Huntington, Folger, Linda Hall, Pierpont Morgan, or Newberry libraries." The Special Libraries Association (2) provides the following statement: "Special libraries serve industry business, research, educational and technical institutions, government, special departments of public and university libraries, newspapers, museums, and all organizations requiring or providing specialized information."

For purposes of this paper, we shall omit from consideration those specialized libraries to be found within the jurisdiction of university governance: such libraries as serve medical schools, business schools, various centers and institutes. They fall into Rogers and Weber's concept of a university library and will be treated as such.

Interlibrary cooperation has long been a topic on which librarians and the administrators to whom they report have waxed eloquent. Unfortunately, this eloquence seems to have carried about the same weight as a patriotic address on July 4th or homily on Mother's Day. In fact, cooperation has become a shibboleth, the magic word that must appear in annual reports, national conferences and even in testimony before august commissions.

From the way the subject of cooperation has been received, one almost begins to suspect that there is something un-American about it, something that claws at the moral tissue of capitalism and competition. This reception appears to be so pervasive that librarians have had to go underground to participate in cooperative ventures. Note the ways that the costs of interlibrary loans are hidden in budgets. Is there a librarian bold enough to show the true price of membership in the Center for Research Libraries? NPAC comes in for its share of brickbats every time it comes up for funding. Cataloging-in-publication spent years underground, and even now in its reincarnation cannot be certain of survival. The Farmington Plan, truly the most imaginative program in cooperation, has had its funding buried deep in library budgets. This brief recital of a few cooperative ventures only serves to highlight what librarians have known all along — namely, that cooperation is at best a very tenuous idea, one which succumbs easily to the exigencies of self-interests and fiscal retrenchment.

The possibility of cooperation between academic and special libraries must be approached with this background. For the sake of emphasis, it must be stated that in the context of this paper, cooperation means the sharing of resources and services. Excluded from consideration are the many ventures in bibliographic control for which special libraries are justly famous — such ventures as the National Translations Center, *Technical Book Review Index, Dictionary of Report Series,* and many more. All of these have made the retrieval of elusive information easier and are indeed a form of cooperation. But valuable as these are, they do not constitute cooperative programs. The inclusion of special libraries in regional lists of serial holdings or bibliographic data banks is becoming more common. But once again such participation should not be construed as significant interlibrary cooperative programs.

In order to proceed, it seems necessary to divide the general concept of special libraries into three separate categories: those serving profit-making organizations (industry, business, fianancial, research, etc.); those serving non-profit organizations (museums, foundations, and privately-endowed collections such as those mentioned on the first page above); and those serving governmental agencies, as well as the three national libraries. Fur-

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1. Rogers, R. D. and D. C. Weber, "University Library Administration". New York, H. W. Wilson, 1971. p. 1.
2. Special Libraries Association. "Directory, 1971/72". New York, 1971. p. 1.

ther, two considerations occur in relation to cooperation with each of the three groups: firstly, whether it is possible for these special libraries and academic libraries, to cooperate; and secondly, on what ground should cooperation be based.

Profit-Making Organizations

The first consideration posed above raises the question whether it is possible for non-profit academic libraries to cooperate with profit-making organizations without violating one of the prime tenets of the academic community, namely, access to all information for the further expansion of knowledge whether in the instructional or research mode of the university. The first mandate of academic libraries is to provide personnel and material which will furnish the services the students, faculty and staff require in their pursuit of knowledge, unfettered by commercial or economic consideration. On the other hand, the ultimate reason for the profit-making organization served by this type of special library is precisely the marketplace. Thus the issue arises whether the very reason for existence of the academic community is not opposed to that of the profit-making organization. This question has never been fully explored, but it most certainly contains caveats for the academic library administrator.

The second consideration raised above poses the question on what grounds should cooperation be based. Most special libraries of profit-making organizations have little or nothing they can share with academic libraries. Moreover, the very nature of the firms which support these libraries in many cases prohibits cooperation on the thesis that, since the firm's work is proprietary, any revelation of its interests — even through the literature collected — could be damaging to its economic life. The statement that these libraries "have little or nothing they can share" must not be construed as a denigration. Many of them have fine journal and monographic collections in their fields of specialization. Most of these, however, also exist in academic libraries. The very core of their specialized library collection — in-house reports, technical reports from government agencies, translations, corporate reports, privately-issued financial surveys, market studies, etc.,—all of these are in most instances not to be found in academic libraries. Yet it is this core collection which is typically subject to no circulation outside the company.

The typical situation then is that, since academic collections are "open," they are accessible to the public; whereas, since profit-making organizational libraries are "closed," they are not accessible. This is not a basis for cooperation if, once again, we define cooperation as the sharing of resources and services for a mutually beneficial end. In at least some academic libraries, the issue of cooperation with profit-making organizations has been solved by membership plans whereby the companies may use the facilities of the academic library by paying for it.

Non-Profit Organizations

The consideration of whether libraries of non-profit organizations can cooperate with academic libraries does not contain the complexities discussed above, if only for the reason that their rationale for existence is very much like that of the academic community. Most of these libraries have a long history of cooperation with their academic counterparts, especially those privately-endowed ones which are sympathetic to scholarly research and whose charters do not forbid this activity.

The question of on what grounds should cooperation be based raises again the issue that the library associated with this kind of organization has a very highly specialized collection — usually not reproducible even if funds could be found. The library of the New York Metropolitan Museum of Art, the Folger Library or the Newberry Library are examples. Because of their uniqueness, scholars are drawn to the collections as supplements to their university libraries. Also because of their very uniqueness, these collections are self-sufficient and rarely need material from other sources.

The issue then becomes a question of how academic libraries can justify their use of these collections since they have little to offer in return. At least one of these libraries, the John Crerar Library, has instituted a contributing institutional membership at a cost of $100 per year effective April 15, 1972. The Center for Research Libraries is a membership library which has a fee based on an acquisitions budget formula. It appears that in the future academic libraries can expect to pay to use these collections. Such fiscal arrangements may be justified inasmuch as there seems to be no basis for true cooperation.

Governmental Organizations

The two considerations raised above — whether these types of libraries can cooperate with academic libraries and on what grounds should cooperation be based — should not be issues with governmental libraries. Their specialized collections should be available to academic libraries by the very nature of the foundation of our governmental system. The three national libraries have been leaders in interlibrary cooperation. The distribution of government publications through the Government Printing Office makes readily available the bulk of material which forms the basis for governmental agency libraries.

Perhaps in the strict sense of the word, this relationship cannot be described as cooperation, inasmuch as the material tends to flow from the governmental libraries to the academic ones. However, academic libraries have always been willing to reverse the flow whenever they have been called on. It would seem then that this arrangement is as it should be.

The Future

We have seen that in one case some academic libraries have instituted fees for use by profit-making organizations, and in another situation non-profit organizational libraries have a membership fee for use by academic libraries. One other point not brought out above is that very recently some academic libraries have given serious consideration to charging fees for interlibrary loans to help defray the cost of the transactions. What do these considerations mean to the future of interlibrary cooperation between special and academic libraries?

There is an old adage which says that those who have, get and those who don't, pay. Up to very recently, scholarship seems to have escaped. Gentlemen agreed that, even if cooperation were not mutually beneficial, they had a responsibility to further knowledge no matter where it was pursued. We seem to be witnessing the passing of that era. Do not mistake me: we are all still gentlepersons. However, we find business officers and treasurers poking around in hidden nooks and asking what we get for our membership fees, or how much it costs to loan material. On the other hand, we are not above asking the president how the library can support new programs of studies without proper collections to back up the teaching or research. The real question then is has interlibrary cooperations come down to a matter of dollars?

Universities have become big businesses, and this is reflected in library budgets. Information is big business. The 1970-71 ARL academic library statistics show 77 of its 78 member libraries with budgets over $1,000,000, and the 78th one less than $50,000 away from that figure. The general economic conditions indicate fiscal retrenchment and many libraries are having to cut budgets. This climate is having its effect on cooperative ventures between libraries. Those libraries to whose mutual benefit resources and services can be shared are strengthening their cooperative programs. Other programs which fall under the "gentlemanly" agreement of cooperation are being closely examined and reevaluated. We should not be optimistic about the outcome.

The Role of the Commission

Is there anything that the National Commission on Libraries and Information Science can do to support interlibrary cooperation between special and academic libraries?

It does not seem appropriate for the Commission to get involved in the relationship between academic and profit-making organizational libraries. Membership plans based on financial arrangements between the two units are probably what is needed. There is, however, one area which could be reexamined, namely a revival of the State Technical Services Act. The original terms of this Act matched federal and state funds to support industry and business in solving technical, business and scientific programs. Federal money is no longer available, but some states have continued the program on a reduced basis. New legislation similar to this would provide on a national level an alternative to each library working out a separate program for this type of cooperation.

Cooperation with libraries of non-profit organizations, especially privately-endowed collections, offers an opportunity for support by the Commission. Our great private collections, among them those listed on the first page of this paper, deserve fiscal support as national resources. These libraries are truly national treasures and should be available freely to scholars. It is inconceivable that academic libraries should attempt to duplicate these holdings, even if they were available. The Commission should, therefore, investigate means for developing fiscal support for these libraries in such a way as to make them readily accessible to the scholarly community. It may be possible that the National Foundation on the Arts and Humanities might be an appropriate body to work with to develop this suggestion.

Cooperative ventures between academic and governmental libraries certainly seems to fall within the purview of the Commission. Strengthening the three national libraries might be the first approach. At present, the National Agricultural Library seems to be in need of the most support. Interlibrary cooperation should be extended so that these collections are readily available.

One unresolved issue clouds the entire concept of cooperation — the right to photocopy and distribute copyrighted information. It is fervently hoped that Commissioner Davis' opinion in the case of Williams and Wilkins vs. United States will not be upheld by the courts. The copyright law revision, still in Congress, will also affect cooperation. The Commission is urged to take a stand in favor of more liberalized copyright laws. Unless the right to photocopy is formalized by law, any attempt to broaden and strengthen cooperative ventures will be undermined. Of all the issues currently demanding the attention of the Commission, undoubtedly this one is the most critical.

The opportunity to offer these comments on the role of academic and special libraries in interlibrary cooperation is truly appreciated.

CHARLES H. DAVIS
Associate Professor

University of Michigan
School of Library Science
Ann Arbor, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for inviting me to provide you with written testimony. I have just one or two brief comments relating to research and development in our field and the manner in which it has often been funded.

Specifically, I would question the wisdom of providing individual universities or other institutions with large-scale grants, usually renewable from year to year, for the development and implementation of automated systems. The argument normally used in favor of this practice is that it avoids duplication of effort. I should like to point out that it also has the effect of eliminating competition and the examination of alternative approaches to a given problem.

It is my personal conviction that it would be much more fruitful to provide a greater number of individuals and institutions with small to medium sized grants for the investigation of particular aspects of a general problem. In addition, I think that researchers should be encouraged to do more on their own. Much can be accomplished on the proverbial shoestring, and it seems apparent to me that a lot of time and effort is expended on "grantsmanship" in the pursuit of prestige.

Having delivered myself of these opinions, I wish to thank you again for providing the opportunity. You have my best wishes for the success of your Commission.

EMMETT DEDMON

Vice-President and Editorial Director

Chicago Sun-Times
Chicago Daily News
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Mr. Field has asked me to respond to your letter asking for written testimony for the National Commission on Libraries and Information Science.

On consulting with our Librarian, William Sannwald, I find that the following areas might be usefully explored by the Commission:

(1) Lack of Hardware standards for microfilm, recordings and films. Libraries must spend money to duplicate equipment. For example — 4 different sizes of microfilm are marketed to libraries.

(2) A need for an index or catalog of resources on a national and local level.

(3) A better way to finance public library service. For example, tax income for libraries in the Chicago area varies a great deal. The North Suburban Library System serving the north and northwestern suburbs spends $5.29 per capita, while the Suburban System serving the Western suburbs spends $3.38 per capita.

If you wish further information, I suggest you get in touch directly with Mr. Sannwald.

LEO T. DINNAN
System Director

Wayne County Federated Library System
Wayne, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

This statement is being sent for two reasons, 1. My name was submitted by Mrs. Bartlett B. Smith on a form accompanying your request to her for names of people to contact, and 2. You invited interested persons to submit such statements.

Our Library System serves over 50 public libraries of all sizes in three counties of Michigan, plus two community colleges and eleven school districts. Because of this broad base and the unusual federated relationships involved, we get grass root sentiments usually denied directors of large libraries. On the other hand, our operations are easily among the top twenty in size in the nation so we have also a feel for the magnitude of it all. With that disclaimer, I would like to submit the following statements related to library needs as we see them.

I. *The weakest point in the provision of library service is the delivery of information directly to the consumer in a fully usable form.*

For years, librarians and scholars have labored over intricate networks of interloan, bibliographic storage, subject and specialized bibliography, and more recently hard copy transmission and electronic data storage. All of this substantially in pursuit of the elusive and useless goal of 100% bibliographic control of sources. All the while, the consumer has been forced by and large to look elsewhere for his information in usable form. It is the magazine, the radio, the TV, and the newspaper which serve as the library of the common man, assisted by experts such as the hardware store clerk or the newspaper answer man services. It is as if we had spent millions on the waterworks and forgot to connect the faucets.

The real need is to provide at the place closest to the consumer, the end product of all our bibliographic efforts, information in an immediately usable form. The most important research and development need is the form and the method of delivery of information at this point. Echoes of this basic need will be spotted in several of the following statements.

II. *Demonstration projects and "innovative" experiments are not the most productive ways of using Federal funds to support libraries.*

It has long been assumed that if we show people what a great idea some currently popular library fad is, that they would be overjoyed to take it over at the close of the demonstration period. The truth is that more often than not, it either dies or is kept alive by artificial respiration using other federal funds. Then it is repeated over and over again at great cost and with little benefit.

There are reasons these projects so often fail and some of them are good reasons.

1. They are usually over-funded in terms of what the local area could be expected to continue.
2. They are usually a good thing for an area provided it has established the more essential services firmly enough to support the "enriched" service. Most local areas are still short on funds to support the essential services and decline to take over the supplementary.
3. They are, more often than not, keyed to what librarians and government employees think would be good and not to what the citizens really need or want.

III. *Money spent on esoteric and seldom used services is of doubtful value.*

Manufacturing concerns try to determine the market before they plunge into a new project, but libraries have repeatedly set up projects which later failed simply for lack of use. Hard copy transmission is the most recent example.

IV. *Money spent on regular staff consultants is less valuable than money for materials or direct services.*

As the farmer is reported to have told the County Agent, "I already know how to farm twice as good as I do." In most cases, it is not so much lack of knowledge as it is lack of resources and funds. Furthermore, the staff consultants often are not truly expert in their specialties and a careful reading of published material is often superior to the results of their consultation. There is also the problem of lack of residual benefits for the money spent. The pay for a staff consultant is consumed with very little, if any, continuing benefit, while materials may have a useful life of from two to five years allowing for an accumulative effect.

Note that the above is not intended to criticize the short term hiring of a consultant for a particular purpose such as a building program.

7. *The need is for substantial direct assistance at the point of contact between the library and the consumer of information.*

Money or services in an immediately usable form available to even the smallest public libraries would be of most benefit. For example (and only an example) the provision of the consumer publications of the Federal Government in an attractively prepared, organized display with adequate duplication of items to meet needs, made available in each public library in the country would do more than opening up a consumer information services with a staff of experts or some such typical response.

You will note that I haven't once said that more money should be spent on systems or networks. Of course, as a system we would like more money, and would try to use it as indicated above, but it is our conviction that if we do, in fact, provide a needed service, local libraries will insist on using us and will be willing to help share the cost. If the Federal Government is unable to respond to the basic need for point-of-contact materials and information in usable form, then give us the money and we will undertake to do so.

We have begun to move in this direction as a system of libraries by entering the publishing field to provide point-of-contact materials in immediately usable forms under a generic term, "Reference Packets." Attached hereto are a few of the simpler ones.

1. The leaf identification flyer is given out freely to users of our libraries who find them invaluable.
2. The Drug treatment or help centers in the area item was reprinted from the Detroit News. The large Detroit papers have both been generous in allowing us to reprint and distribute information of more than daily interest such as this.
3. The Phase II Rules and Regulations is from the Federal Register. We do the same thing with other documentary materials of use such as draft lottery numbers, the Roth decision on school integration, and other basic information which tends to be lost quickly and not remain available to the consumer himself.
4. "Crisis faces pupils who can't read."
5. Common sources of poisoning and the poison control center telephone number in bookmark form is an even simpler adaptation.

If any of the above statements seem to warrant further considerations, I would be pleased to talk with your staff members or committee members about them.

VALERIE J. DOWNES
Director

Media and Library Services
Office of the Superintendent of Public Instruction
Springfield, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Students in today's schools are sophisticated both intellectually and experientially, and it is necessary to provide them with a broad variety of instructional materials to enhance their learning experiences. There is an urgent need for print and non-print materials in all types of libraries—school public, university, and research libraries. This need can be met only through cooperation among libraries and information agencies at the local, regional, state and federal level, making available equal access to information.

In the *Action Goals for the Seventies; An Agenda for Illinois Education,* emphasis is placed on the need for equalization of educational opportunities and individualized instruction. The school media center is the vehicle through which these goals can be met. Because of the inherent nature of an active school media program, students are given equal opportunities to learn independently to the limits of their capabilities. A media program that plays a vital role in the school encourages skill development as well as student motivation and positive attitudes about the learning experiences.

The National Commission on Libraries and Information Science should be concerned with the following priority areas: cooperation among libraries and information agencies, research and needs assessment, finances, and materials selection. Developing all of these priorities would help meet the ultimate objective — expanded information services.

COOPERATION

There should be established at the state level a similar Commission that would carry out detailed recommendations of the National Commission. Membership should include representatives from business, industry, education in general, library and information science, lay citizens, government, etc. The State Commission should be completely removed from partisan politics and as free as possible from vested interest or bias.

This Commission could be engaged in the following activities:

1. Regional information centers should be organized in Illinois. Policies for these centers would be decided by the Commission. The regional centers could function similar to the IMC's for the Handicapped in that they would be collections of all available materials. Librarians and information specialists at all levels would be able to select materials by on-the-spot evaluation of these regional collections. These regional centers would also be a part of a mechanized statewide information storage and retrieval network. Local libraries could request information through the regional centers which would have hook-ups with local, school, state, university, and federal libraries. This network of cooperation would eliminate duplication of effort and expenditures and make information more accessible.
2. The Commission should coordinate the efforts of professional information science organizations to stimulate renewed cooperation among information agencies. The Catholic Libraries Association, American Library Association are just a few organizations that could be involved.
3. The Commission should organize a taskforce to implement direct cooperation among all types of libraries. A universal library card could be issued to all school students so that they could check out materials from any library in the state. More liberal interlibrary loan regulations could be instituted.
4. The Commission should assume the responsibility of disseminating information throughout Illinois about current projects and goals of information agencies, results of research and their implications in schools, proposed legislation and other relevant information.

RESEARCH

A complete assessment of the information needs of the people of Illinois must be conducted before a comprehensive program of cooperation can be organized. The results of this research would provide essential input for planning programs of information service. Ramifications of this research would possibly alter teacher training techniques in the universities.

Needs assessment could survey the following areas of concern:

1. What affect does the school media center have on the child's intellectual attainment and attitude development?
2. What types of instructional materials are most effective in teaching each concept, motivating the students, and adapting teaching methodology to individualized instruction?
3. What background do the teachers need before they can use the media center as an integral part of their teaching strategy? This would affect in-service training plans for faculty.
4. What improvements can be made in college programs for training media specialists and librarians?
5. What insights could we gain from a feasability study to identify areas of cooperation among information agencies?

FINANCES

Programs of information service cannot be innovative unless sufficient funds are provided. Technological advancements in library and information sciences are expensive. Furthermore, funding is necessary to establish regional demonstration centers and conduct research. All too often plans for efficient, effective library services are curtailed for lack of funds.

Categorical aid for school libraries should be continued on a broader basis where it implies support of the curricular program. Media center facilities and collections are an essential element in the curriculum, providing support especially in the priority areas of reading and mathematics. Categorical aid could also be used to test cooperative production, acquisition and cataloging of materials as well as dissemination of materials and information through technological approaches to information storage and retrieval. An addendum is attached showing the progress Illinois school libraries have made since ESEA Title II was instituted in 1965.

A concerted effort should be made to emphasize the need for continued funding at the local, state and national level.

SELECTION

The changing demands of school children directly affect the selection of materials for their use. The service programs of all types of libraries should emphasize the use of a variety of materials to meet the unique needs of each individual student. The library is the place where children can pursue a topic in depth; pictorial and audio materials on sophisticated subjects serve a wider range of ability and interest levels than print materials.

Selection standards should be developed for all types of materials in the collection. A statement on freedom of selection would ultimately increase the quality of materials accessible to the students. It would also give support to local librarians who get involved in controversies over censorship of materials.

Increasing emphasis on the audiovisual approach to enhancing cognitive development and building the child's self-concept is also mandatory. Positive student attitudes toward learning and lifelong use of libraries can be encouraged by use of media in the school and at home.

In conclusion, it is imperative that the National Commission on Libraries and Information Science become a catalyst for change. We must broaden the scope of learning experiences we offer students, individualizing school activities through the use of instructional materials from sources throughout Illinois. Cooperation among libraries and information agencies offers the key with which we can unlock the creativity, imagination, and resourcefulness of our youth.

Congressman
THOMAS F. EAGLETON

United States Senator
Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

It is indeed a pleasure to have this opportunity to present testimony to the distinguished Commission members. As a cosponsor of the authorizing legislation for this body, I am particularly pleased with the fine work this Commission has done in coordinating existing federal programs, conducting studies of library needs, and providing assistance to libraries.

A great deal of progress has been made in strengthening library programs. From 1956 through 1969, about $200 million in federal funds were provided to extend public library services to an estimated 85 million people. These funds have had a remarkable catalytic effect; every federal dollar spent for library services has stimulated the allocation to libraries of three dollars of state or local money.

In addition to the assistance provided for library services, about $135 million in federal funds was matched by $326 million in state and local funds to support more than 1,500 building projects for the construction of new facilities and the enlargement or modernization of existing structures.

And yet recently, library programs have suffered, and continue to suffer, from financial anemia under an Administration that puts education and libraries near the bottom of its priorities list. A look at this year's budget recommendations clearly shows the Administration's lack of support of library programs.

Title I of the Library Services and Construction Act is the principal federal program for strengthening public library services and permitting them to focus on specific areas of need. The President's budget proposed to reduce the appropriations for Title I by 36% from the previous year's appropriation.

The Administration also recommended the elimination of all funds for public library construction. In Missouri alone, at least two construction projects — a branch library in St. Louis and an addition in Jefferson City, both of which had the necessary matching funds — would have been cancelled. The construction of new libraries is essential if all persons are to receive quality library services. There are some 200 communities with public library construction projects in approvable form, awaiting the availability of federal funds.

Moreover, the President recommended that funds for school library materials remain at 1972 levels. This is in reality a step backward when viewed in conjunction with the rising cost of materials.

Fortunately, Congress reversed this picture by maintaining all of the library programs at suitable levels of increase over last year's appropriations.

This Administration's meat axe approach to library programs is particularly distressing in light of their much touted Right to Read program, which is closely related to library programs. You may remember that President Nixon, in his 1970 message to Congress on education reform, pledged $200 million for the Right to Read program for 1971. The President's $200 million reading program was largely illusory. Buried deep in his education message was the news that the $200 million in question was not new money but was actually the amount he was requesting for two existing programs, Titles II and III of the Elementary and Secondary Education Act. In fact, this amount proved to be about $23 million less than Congress ultimately appropriated for Titles II and III. Most of these funds were subject to previous commitments for ongoing projects and very little was available for the Right to Read program.

Almost three full years have now passed since this ambitious and far-reaching program was announced. The late Dr. James Allen, the main proponent of the program, and an outstanding educator, was forced to leave the Administration after he publicly criticized the military thrust into Cambodia and the Administration's handling of racial problems at home. His dream of a right to read for every American became a game of educational politics.

In the last fiscal year the Right to Read program had allotted to it — not the large sums anticipated for a new national effort — but a total of $10 million siphoned off from eight other programs.

For this fiscal year, the Administration recommended only $11 million for the Right to Read program. Certainly, the Administration cannot believe that such a paltry sum can accomplish its stated goal of insuring that, by 1980, 99 percent of the people over 16 shall be functionally literate. Regrettably, this amount was accepted in the final version of the Labor-HEW appropriations bill, rather than the higher funding level approved by the Senate.

As you may know, I have introduced legislation which would move to fulfill the unmet promises made long ago by the present Administration. I fully intend to move ahead with this legislation this fall. I am convinced that reading ability is essential to education achievement, and therefore essential to the country in terms of an enlightened society. The anticipated rise in the literacy rate as a result of coordinated federal programs will have direct bearing on the need for further increases in library services.

It is imperative that the needs of libraries be met. It is equally imperative that we improve education and expand learning opportunities through new measures and more adequate appropriations for existing programs.

The country cannot afford the kind of "fiscal responsibility" that results in cutting the budget for books to the bone while signing a blank check for the Pentagon.

DONALD C. EARNSHAW*
Library Trustee

Mid-Continent Library System
Lee's Summit, Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

1. One basic fact is common to all of the metropolitan areas of the United States, i.e., the people to be served do not know, nor care, as they live, shop, visit, attend meetings, and sports events, about established boundary lines of public library districts, but demand the full range of library services without regard as to whether their need can best be met by an old, established institution located in the central city, or by a close-at-hand newer institution in the same metropolitan area.

2. We find that there is no true acceptance by professional librarians, nor by their trustees, of the concept of libraries as the "Universities of the People," bringing to the people the full range of services throughout the metropolitan area. Too often those concerned with the administration of and planning for central city libraries limit their concept to sophisticated information for business and industry, and services essentially oriented to their remaining cultural and educated population, paying lip service only to the needs of the culturally deprived, the minority groups, the poor, and the unserved. Suburban library systems, on the other hand, find themselves serving those who have been attracted by the newer and more modern facilities of the suburbs, as well as those who have fled the central city for a great variety of reasons, with these suburban libraries finding that the cost is too great, as well as of questionable economic validity, for establishing facilities equal to those built up over the years by the central city library. Without closely knit political and administrative cooperation the chasm between the two grows wider and deeper.

3. In looking at the central city libraries, it is generally true that they are the only major resource, research, and information center within their respective metropolitan areas. But these same central city libraries find themselves with a declining population and tax base with which they cannot even maintain existing levels, either of collections or of services, much less change and expand into the modern demands for information and services. In large measure the central city libraries are confined within boundaries established in the past before the advent of urban sprawl, and, because of the strictures of equally out-dated laws, as well as by the closely confined provincial outlook of those in their administration, they find themselves unable, and sometimes unwilling, to expand to the full extent of the metropolitan area with which they are now confronted. They seek, instead, funding from the State and National levels for their survival as resource and cultural institutions, and include proposed programs for serving the unserved only as a currently popular device, and turn to the hard decision, whether consciously or not, to determine the areas in which they will expend their shrinking revenues, without admitting that they are in need of becoming a part, politically and administratively, of their metropolitan area.

It is at this point that great State and National concern should be had for the more and more probable loss of the central city libraries as a current, live, and relevant source for information, education, research, and outreach in their metropolitan areas. That concern must not be on a basis of preservation of the status quo. The increasingly greater void is only partially being filled by the tremendous upsurge of private, business oriented special libraries, on the one hand, and of information centers concerned with government documents, records, and information maintained by government, whether state or federal, both of which ignore their relevancy to any general public need. It is becoming more and more urgent for there to be a comprehensive rethinking on the role of the central city libraries and how they are to be brought into the current age we live in.

4. While I may seem to be unduly critical of the central city libraries, without mentioning suburban libraries, may I now invite your attention to suburban libraries?

With the tremendous growth of the metropolitan areas of the nation, most central city libraries find themselves surrounded by suburban autonomous libraries, whether large or small, old or new, serving educated suburbanites in new communities in the urban sprawl, or serving old and small communities. These libraries are also afflicted with restricted boundaries, but, to a certain extent have deliberately chosen such restriction, and furnish only basic services without hope or economic justification of matching the central city collection, and without desire to assist in maintaining that collection even where used by their patrons. Narrowness of viewpoint in the political and administrative needs of the metropolitan area is no exclusive property of the central cities.

5. Instead of presenting any detail of information on Chicago, New York, Atlanta, Los Angeles, Dallas, or San Francisco, in relation to this discussion, may I present information on the Kansas City area?

The Kansas City area is divided by the State line between Missouri and Kansas. The main central city library, administered by the Kansas City, Missouri, Board of Education, is confined within that School District. The Mid-Continent Public Library is administered by a Board of Trustees drawn from the three counties in which is located the City of Kansas City, Missouri, and serves, in those three counties, a suburban population and a territory which is closely approaching the assessed valuation for tax purposes of the central School District library. The School District library of Kansas City, Kansas is administered by the Kansas City, Kansas, Board of Education, and serves an industrial and residential clientele. The Johnson County, Kansas, Public Library is administered by a Board of Trustees, and serves a large suburban population lying to the southwest of Kansas City, Missouri. The Cass County, Missouri, Public Library is administered by the Mid-Continent Public Library but not as a member of that system, and serves a mixed suburban and rural area to the south of Kansas City, Missouri. The city library of North Kansas City, Missouri is administered by a Board of Trustees, and serves a highly industrialized area ex-Public Library is administered by a Board of Trustees, and serves an old, established smaller city with a mixed population of college students, older residents, and suburbanites.

In 1966, total expenditures for public libraries in the Kansas City metropolitan area — both Missouri and Kansas — amounted to a little more than $3,000,000 per year. These expenditures are now at a level of $5,500,000, an increase of over 80%, of which inflation would account for approximately 28%. These figures exist without the three major libraries outside of the central school district library having achieved the holdings and the range of service in that central library, and it is evident that public funds will not support these three suburban library systems expanding to the size of the Kansas City, Missouri, School District Library. Population migration aggravates the problem as the tax base moves from the Kansas City, Missouri, School District Library to the suburban areas, resulting in a loss to the suburban population of the investment in the facilities and holdings of the central city library, without cooperative agreements of some nature.

Economic, administrative, and political cooperation has become increasingly a necessity, but with little accomplished as between the suburban libraries and the central library. If we are to assume that cooperation is inevitable to avoid bankruptcy we must direct our thinking to a total metropolitan area library system and to view library problems as falling into three categories:

(a) The improvement of the quality of holdings, the expansion in the range of services at the library, and the introduction of new technology. These are internal concerns of all libraries at the present time and are not directly related to cooperative arrangements. They would, however, be enhanced by such arrangements.

(b) Achieving maximum accessibility by patrons to holdings with minimum inconvenience to the patrons. This is obviously one of the great benefits of cooperative arrangements.

(c) Improving the management or the administration of this system, such as cataloging, book processing acquisition, and storage systems. There is, thusly, no point in having several major systems operating independently of each other with respect to identical management functions.

The third category presents the political problem of achieving some kind of regional governance of library systems. While the State of Missouri has recently enacted into law a far-reaching provision for the consolidation of libraries, political considerations arising from threatened loss of local autonomy remain in the forefront.

The Mid-Continent Public Library, of which I am a member of the Board of Trustees, is the outgrowth of three county libraries, surrounding on three sides the Kansas City, Missouri, School District Library, and, by area, serves ¾ths of the City of Kansas City, Missouri, as well as a number of smaller suburban communities. This area has been marked, in the past ten years, by heavy population growth, as well as by sharp increases in taxable assessed valuation, while the central School District Library has suffered a loss of population of approximately 60,000. The Mid-Continent system is committed to maintaining units of distribution (branches) within ten minutes or less of driving time, and located, insofar as possible, in areas where people tend to congregate, i.e., shopping centers or near main arteries of transportation. Extensive use is made of interbranch telephone and teletype service, with daily delivery service by library trucks, so that the system is tied together and is, in effect, one large central library located throughout the service area. An administrative and distribution center is located near the center of the district to provide support services necessary for operation of its processing and ordering of materials, data processing services, and communications center. Administratively we feel that we have no need to try to duplicate depth research materials of the central School District library, recognizing that the central library can provide the "in house" materials that are needed in the metropolitan area. We feel strongly that, through interlibrary loan, materials can be routed throughout the metropolitan area.

6. Central city libraries are crying for money, saying, in effect, that if they are given the money, from whatever source, they will solve their problems. But it should be noted that few are attacking the problems politically or administratively within their metropolitan areas.

Federal recognition is lacking, as is evidenced by the Administration's general lack of support for library programs in its fiscal year 1973 budget, with HEW Secretary Elliot Richardson being quoted from a briefing on the budget conducted on January 22, as saying:

> "Overall support for libraries will be reduced in the 1973 budget. Federal support for the construction of public libraries and for the extension of public library services was instituted in order to stimulate the development and improvement of public libraries. Today, States and localities consistently overmatch Federal contributions. Recognizing this increased State and local support, a reduced appropriation for the public library programs will be requested in 1973."

By way of comment, it should be noted that states and localities also consistently overmatch federal contributions for schools, but that there is no thought of the federal government getting out of its examination and support of school programs.

It thus becomes apparent that the time has long since come for there to be a formulation of a national library policy of support for libraries and community information programs, which would serve as the basis of federal appropriations to be expended under guidelines for cooperative action within the metropolitan areas.

While not intended as exclusive suggestions for the consideration of the Commission, the Commission's attention is invited to its conducting a feasibility study into communications devices, whereby national library centers would be created, utilizing the facilities of the New York, Boston, Chicago, St. Louis, Atlanta, New Orleans, Dallas, Los Angeles, San Francisco, and Seattle Public Libraries, and designating them as resource centers within specified regions, charged with fully maintaining resource and research information on a national basis, with such materials to be furnished to other libraries within their respective regions on a cooperative basis, and thereby relieving those other libraries of the necessity for procuring such information materials.

Secondly, as to the congested and densely populated parts of any metropolitan area, that federal programs be offered and funded, whereby inner-city branches would be converted into comprehensive information centers for direct service to the unserved.

Thirdly, that any federal program offered would, in any metropolitan area, be the subject of review by a metropolitan area library planning council, with membership drawn from the entire area of service, funded by the federal government and charged with the duty to collect library data on the metropolitan area as it now exists; conducting feasibility studies on what is possible; estimating the costs involved in bringing about full library service to all segments of the metropolitan area; recommending action programs funded at the state and national levels, including political and administrative changes, and then to have the power to give approval for such programs and their funding by the state or federal governments, but also to have the power to withhold such federal or state funding until there be compliance by the library political subdivisions in the metropolitan area.

W. LYLE EBERHART
Assistant Superintendent

Division for Library Services
Department of Public Instruction
State of Wisconsin
Madison, Wisconsin

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am pleased to be invited to submit written testimony to the National Commission on Libraries and Information Science prior to its regional hearing on September 27, 1972.

State library agencies strongly supported the establishment of the National Commission, in the belief that the United States, far from facing a situation of too much information, is confronted with an urgent need to more effectively channel available information to persons and agencies needing it.

All state library administrative agencies have been making plans and experimenting with programs in the area of information networking. In this endeavor, they have been hampered by meager funding, the inherent complexities of information and computer science, and to a degree by the parochialism of library personnel.

I believe the most important role state library agencies can perform in building appropriate information networks is essentially a political one. That is, they can bring together representatives of these agencies which would be the likely nodes of information networks, with potential users of such information, in order to establish criteria, priorities, and plans which will assure that networks, when established, will meet the full range of user needs within the nation, its regions, and the individual states.

State librarians, generally coming from backgrounds of public library experience, feel particularly keenly the need for information networks to reach "the special library and informational needs of rural areas and of economically, socially, or culturally deprived persons." Better information services for scientists and scholars are certainly needed. But the Commission in its efforts must not be purely elitist. In a democratic society, *all* citizens must have access to information sources which are important to them in their personal, vocational, and civic responsibilities.

It follows, then, that people communication will continue to be a central function of your Commission after the regional hearings are concluded. State library agencies would like to continue to participate in statewide and regional planning, which would include continued expression of user interests, as well as the interests of librarians, communication and computer science experts.

I am confident this nation can find the resources to provide adequate library and information services for its citizens. Our joint task should be the continuing exploration, development and maintenance of those communication channels and station which can most effectively serve such purpose.

IRENE S. FARKAS-CONN*

1469 East Park Place
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The appointment of the National Commission is welcomed by members of the library and information science profession. These hearings provide an opportunity to highlight our problems, so that the Commission may act as a catalyst in the solutions of these problems.

Although I was specifically asked about automated information services for academic, special and public libraries, I feel it is important first to establish the necessary climate for sharing information resources on a national level, cutting across traditional boundaries. This is an area where the initiation and guidance of the Commission would have its greatest impact. Beyond my general remarks about the accessibility of information services I will also touch on the funding of research and various problems involved in the management of information.

ACCESSIBILITY OF INFORMATION

We should make greater efforts to see that information is available to those who need it, rather than allow this information to be restricted to special segments of the population. The research worker at a small college usually does not have access to data bases that would be available to a colleague at one of the larger universities. An engineer in a small company does not have the same access to nonproprietary information as his counterpart in a larger organization. It is even difficult to obtain legal or social information in the public domain; the statistics that have been collected at great effort and expense are not utilized sufficiently because no systems exist for ready access. Conversely, we are all aware that there is considerable unnecessary and very costly duplication which we can ill afford, in either time or money. Reduction of this duplication would not only promote efficiency, but would also free funds for other uses.

The needs of the public and private institutions — as well as industry — require an administrative framework which would make it possible to make use of the vast information resources, sharing data bases, programs and hardware. The concommitant problems to be solved involve methods of sharing cost, full utilization of available technology, adequate development of necessary new technology, and the setting up of networks. Even deeper problems in the legal, organizational, political and management areas need to be solved. The extreme complexity of these problems will require the participation of lawyers, political and social scientists, management specialists, and politicians in addition to experts in the library and information sciences area, to plan for the necessary changes. Ideally the sharing of resources should strengthen the organizations involved, yet help them to maintain their identity.

SUPPORT OF SERVICES

While the need for new services is being considered, current services should be reviewed to assure adequate support to maintain their usefulness. It is sad to see a decline in the quality of some current services; for instance, in the case of abstracting and indexing services an increasing time lag between the original publication and its citation, or less thorough coverage of the pertinent literature, decreases the value to the user.

Engineering index could serve its users even better if its coverage and its timeliness could be increased. The John Crerar Library in Chicago provides an example of a different kind. Instead of increasing its services, this institution of established excellence does not have the funds to maintain its proper growth. In terms of the future, this kind of economy is very costly indeed. The John Crerar Library should be considered as a national resource, particularly since its services are truly of a national or even international nature. Means must be found to support private services as well as public libraries and other services which are considered to be of national importance.

As far as more recently instituted services are concerned, the Commission could appoint a blue ribbon committee for review of these services; they could recommend continuation of those which seem appropriate, and discontinuance of some systems which were successful as pilot studies but would prove too expensive at this time for large scale application.

SUPPORT OF RESEARCH

While advocating careful review in the selection of research and development projects, I cannot stress too strongly the need to obtain funding to support new research and to encourage development of applications of the ever broadening technology. With available funds sharply limited we will not be able to maintain a strong enough research base, and the number of planned development projects will have to be cut. If research in this area is restricted it will be harder to make well thought-out decisions as new systems are being set up; however, the data from intelligent, well-documented studies, would provide a base for these decisions. One of the major contributions of the Commission could be to ensure more regular funding in the library and information sciences research areas and to make the results visible.

We should take advantage of the knowledge and experience gained in other countries. A thorough review by experts of the planning, organization, staffing, costs, and end results of various science information services in the Scandinavian countries might provide useful data to us in our planning.

All research and pilot project grants must have a provision in them for thorough documentation, and the funding agencies should take it upon themselves to see that it is properly carried out. Documentation does take more time than most people like to spend on it, hence it is expensive. Yet without this the usefulness of any project is greatly limited.

COOPERATIVE EFFORTS—GENERAL COMMENTS

Networks seem to be the answer to many current problems. Special librarians have made their information gathering more useful even before formal networks have been set up; informal networks exist today between the various libraries and information systems. But there are many new and more formalized areas which need to be explored. What kind of networks are needed for different user groups? What size user group and what degree of specialization justifies a network? What is the optimal mix of automatic, on line, batch processed, and traditional service for the specific groups who use these services? What is the cost of cooperation, both formal and informal? These problems need to be studied before proliferation of new networks, cooperative agreements, and new consortia are being set up. The optimal number of switching points, and optimization of switching, though explored theoretically, have not been examined rigorously for libraries and information systems. Management of networks is complex; we have to learn considerably more about human problems of communication in large organizations.

With the tremendous growth in the number of indexes and abstracts, and information services in general, it is obvious that the catalog of any one library represents but a small part of the material available to the user. But how is the user to know of the existence of additional services and how to access them? We need to explore the possibilities of educating the users, especially in the public libraries and universities. Specialized interactive programs, filmstrips and illustrated self-teaching texts should be prepared and tested to determine suitability for the different kinds of users. The tested packages then should be made available to public and private institutions and special libraries.

The maintenance of union catalogs is very expensive, yet no research has been done to show under what circumstances it is best to maintain union catalogs, or where less costly approaches might provide adequate access to collections.

While we will not be able to actually determine the value of information, of receiving a report, or the loss incurred by not finding an article, yet we should try to come much closer to costing out services. This would give planners and managers a much better base upon which to make decisions.

NEW NETWORKS

The National Science Foundation is planning to establish a network for science. While this is a most desirable development, I would like to add a strong plea that technology be included. Even though funds might not be available at the present time to consider a combined network for science and technology, it is of great importance that overall planning be carried out with this as an ultimate goal. While support of information services for medicine, agriculture and education has been considered appropriate for public funding, there has been no such support for technology because it has been considered to belong to the private domain. If we recognize that the government has subsidized projects, built plants, bought equipment for private industry when it has been needed for national defense or other government priorities, such as space exploration, it would not seem out of line to provide some funding for a national plan for information services for technology. This would make our existing data much more accessible, and provide better services to academic as well as private users in addition to those involved in government projects.

It might even be practical to set up library-warehouses similar to the National Lending Library for Science and Technology in England. Through requests channeled through the users' libraries, material from this field is available to everyone. The operation is kept simplified, and is not computerized; it is government subsidized, well known, and heavily utilized. This kind of service, as part of the network could enrich or improve the local information services. There is no necessity to build up regional libraries of this kind in the United States, since mail service from a single location can be just as satisfactory as from a regional center.

There will be more mission oriented information services in the future. While duplication of work should be avoided as much as possible, redundance of coverage will be necessary, since different clientele will be using the various services. The latest surge of needs for information has been in the area of environmental and urban problems; I expect demands will soon be strong for information services dealing with energy and its uses. Full utilization by all local organizations or interested citizens would certainly allow a larger number of groups and individual minds to confront these problems.

I am not discussing the uses of terminals, and other details dealing with the technology, management and cost of information services in this statement, because I want particularly to stress the necessity to make provisions for sharing basic information resources. If more information is made available to all members of the community both in the public and private sector, this will allow for more equitable use of the material and hopefully reduce the cost of providing services.

As mentioned before, university and public libraries would greatly benefit from such an increased coverage. Special libraries, and particularly those of smaller companies which could benefit even more proportionally, might share data in their field to an extent never before possible. For instance, structural engineers use a computer in a time-shared mode, housed at the American Society for Metals, for the design of bridges. With the initiative of interested groups similar programs could be set up in other areas of interest.

While informal exchanges are possible, there is no way currently wherein Searle, Northwestern University, Mundelein College, the John Crerar Library, and Chicago State University, for example, could share *Chemical Abstracts*, MEDLARS, or any other tapes on one of their computers. I hasten to add that this is not for technical reasons. In a city the size of Chicago there may even be more *Chemical Abstracts* or ISI tapes in the area than are actually needed, yet only a very small segment of the population, including professionals, have access to them. Much exploration is needed to work out how costs and resources could be shared in a fair manner, but this effort might benefit all segments of the population.

PUBLIC LIBRARIES AS INFORMATION CENTERS

The public libraries in the cities have expanded into many areas of endeavor. Since programs can be prepared centrally, and data could be entered into computers regionally as well as locally, some services for the citizens could be provided on a national basis. This could open up a means for providing local service dealing with social agencies, legal rights, or eligibility for various categories of aid in service of the underprivileged. While this information would be in the province of other agencies, access could be provided by libraries which are much more available to the smaller groups working on such problems, as well as to the individuals themselves. We need to accept the fact that a good personalized computer reference service is preferable to a poor, often disinterested service provided by people.

In the same way, statistics of local importance, such as selected census data, might be made available to local businessmen and agencies through computer terminals at public libraries.

LEGAL PROBLEMS

It has become common practice in providing information services, to make copies of articles, abstract, or tables. This is a questionable practice in view of copyright laws. Thus, as we are planning on extending information services, it will be necessary to secure clear new copyright legislation. The Commission could perform a great service by pressing for it. It is absurd to plan future information systems when a most useful service might prove to be illegal!

The Commission could also encourage greater cooperation between private enterprise and government. It might be in the public interest in the long run to allow profit making organizations to retain title to patents developed under government contracts, provided that the government retain royalty free rights — a precedent established by the Department of Defense which might be even more valuable to the public in other areas. The information industry is less competitive, fewer patents would probably be involved, and proper modifications could well be explored to encourage cooperation to take advantage of the expertise of privately run companies.

SETTING OF STANDARDS

The format of the computer records for bibliographic descriptions and for abstracts should be standardized in order that they may be easily accessed under different systems. The impetus of the Commission should be utilized in preparing such standards. Certainly a monolithic approach should be avoided, but the multiple agencies preparing computer tapes should be advised and strongly encouraged to adhere to the standard record format. Since it would, in almost every case, be to their advantage to do so in terms of sales or usage, adherence should be good.

Having a uniform vocabulary for accessing the various data bases is an idle wish. But we can take a different approach. Just as the MARC tapes prepared by the Library of Congress are of inestimable value to the nation as a whole, the preparation of programs to act as a Rosetta stone for the indexing languages of major importance — also the subject heading lists, thesauri, and the classification tables used for subject retrieval — should certainly be considered. Users, on the whole, are understandably unfamiliar with terminology used by specialties outside their own area. Having an interactive computer aided translation of subject headings would make it possible for each user to utilize much more fully the already available services.

Standardization of "free standing" equipment, such as terminals, microfilm and microfiche readers is of great importance. Regrettably, the excellent work done by the Library Technology Project of the American Library Association is being discontinued, with the publication of the reports remaining. It would be greatly in the national interest to provide funds to continue work with the various manufacturers and to find a way to further standardize. The Lister Hill Center for Biomedical Communication has pioneered in plans to work with the manufacturers in bringing out new and improved equipment at a cost which more and more organizations can afford. It is hard to believe that in our era of high technology an inexpensive portable microfiche reader of high quality has not been developed. It could be of great value in many places, particularly in academic libraries.

HANDLING OF LARGE FILES

While I have deliberately abstained from discussing technical details in my statement, I do want to mention the importance of file handling studies for efficient computer use. Information services and libraries use voluminous data; most records are of varied length, only a small part of the files is needed at any one time, yet all must be accessible for searches. There is considerable data stored with very limited access, hence information systems are not untilized as fully as possible, because searches are expensive.

As data bases, such as *Biological Abstracts, Chemical Abstracts,* and others grow through the years, it would be most important for us to have their cumulated indexes organized efficiently in the computer to make it possible for users to do computer searching of the cumulated files inexpensively.

CONCLUSIONS

As I have indicated, the Commission through its stature and positions could perform a number of services no other organization now in existence could possibly do. I am sure that all of us are looking forward to seeing the results of its actions.

I appreciate the opportunity to make this statement to the Commission and to express my deep concern for the need to look into organizational, political and economic patterns in addition to the technical problems of providing information on a national level for all users of public, academic and special libraries.

GEORGE D. FISCHER
Chairman of the Board

Educational Facilities Center
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

From June 27-29, 1972, the Educational Facilities Center of Chicago, hosted a special exhibit for ERIC/CLIS. Twenty-five organizations offering microfiche products and services were represented. The exhibit coincided with the 91st Annual Convention of the American Library Association in Chicago.

As a result of statements made by librarians visiting the exhibit, the Educational Facilities Center, 223 N. Michigan Avenue, Chicago, Illinois, hereby respectfully submits the following testimony:

WHEREAS, a total system for indexing, searching and retrieving abstracts, full-length reports and otherwise unpublished documents has been developed by the Educational Research Information Center (ERIC); and

WHEREAS, the entire microfiche system developed is required for maintaining a complete library and information center; and

WHEREAS, space required for a fiche library, retriveal system and search system is insignificant compared to space required for storing hardbound and paperbound documents, reports and abstracts; and

WHEREAS, understanding and use of the fiche system is primarily restricted to the college and research library level while benefits to public and elementary/secondary level libraries are unquestionable; and

WHEREAS, the content presently available on fiche is primarily restricted to the college and research level;

NOW, THEREFORE, the Educational Facilities Center urges the National Commission on Libraries and Information Science to consider the following recommendations:

1. Further increase the range of subject matter available on fiche to include materials of interest to public, elementary and secondary level library users;
2. Establish fiche systems and training centers at pre-existing state libraries where librarians and information science personnel could receive orientation to and training in the system, in keeping with NCLIS' policy of avoiding the proliferation of executive branch agencies; and/or
3. Consider the establishment of a fiche training center and clearing house at a centrally located site in the midwest where understanding of the system is relatively low.

RICHARD FLOX
Trustee

The Peabody Library
Columbia City, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

A bit of background information. I have been a trustee of a small, public library for fourteen years. Our library serves a county seat town of five thousand people and three townships of nearly six thousand people. Four of the nine townships in this agricultural county are not served by any of the three public libraries. But, in all fairness, it must be said that, in many instances, rural townships are unserved as a matter of choice. Their trustees and advisory boards are not willing to assess the property tax levy which would provide library service to their people as well as room collections for their schools which normally lack a library collection of any worth. Contemplated bookmobile demonstrations financed by Library Services and Construction Act funds have encountered the problem of seeming to provide "free" library service to a township which does not tax for library support to the dismay of another township that does. Small, public libraries, afraid of losing support, are often opposed to any program which might seem to provide "free" service to unserved areas.

It seems to me that only a statewide tax, levied for the support of libraries, with minimum standards to protect the taxpayer will achieve the goal of adequate library service for all the people. Through the Legislative Committee of our Library Associations we will be seeking such support in the next legislative session of the General Assembly. Such a levy, if realized, would also accomplish another purpose; it would free the library from total dependence on the property tax and all the present and potential difficulties arising from such dependence.

L.S.C.A. funds have done much to broaden services and provide adequate buildings for storing library collections. The Act has sufficient flexibility to enable it to respond to varying needs, and I would hope that this program, or something like it, would continue to receive the support of the federal government. The task of providing the entire population with library service, however, is one that all types of libraries, information centers, and the separate states must resolve.

MARCELLE K. FOOTE
Director

Indiana State Library
Indianapolis, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I appreciate being given the opportunity to present written testimony for consideration by the National Commission on Libraries and Information Science at its hearing in Chicago on September 27, 1972.

Indiana has a strong public library law — one which gives public library boards complete autonomy. The boards have the power to determine their own budgets and set their own tax levies to raise the amounts needed to meet these budgets. Tax monies are paid by county officials directly to the library boards. They also have the power of condemnation and the power to bond. Unfortunately local property taxes are the sole support of public libraries. Indiana has no state support for public libraries even though the public library law begins: "Be it enacted by the General Assembly of the State of Indiana: Sec.1. It is hereby declared to be the policy of the state, *as a part of its provision for public education,* to promote the establishment, maintenance, and development of public library service for each of its various subdivisions." (Our emphasis.)

Because establishment of public libraries is left entirely in the hands of local citizens, 584,212 persons or 11.2% of the total state population is without direct access to a public library. 533,376 of these live in rural areas where the influence of local Farm Bureaus or county officials have successfully defeated attempts to establish county library service in at least nine counties in spite of the fact that the demonstrated bookmobile and branch service had been widely used. 33% of the townships in Indiana have no library service.

The greatest need, then, is for a compulsory public library law like the compulsory public school law. Once everyone in a state is paying his share of local library service, it will be equitable to furnish assistance from taxes levied statewide. If such a law is passed, the dilemma of double taxation for some and not others will be avoided.

Indiana is beginning to develop area confederations of all types of libraries but the public library is the common denominator. Its service is the warp into which is woven the services of other types of libraries and information centers to make available to the individual citizen the whole cloth of information retrieval. The time has passed when school, special, public, private, and academic libraries can stand apart. There must be total commitment to the idea of sharing — sharing in funds, in service, in clientele.

The state library agency is the generator of this kind of development. Being not a part of any one kind of library it can be a part of all. It is the conductor between federal and local activity. It can also be the weakest connection because of the very low profile it often carries in the hierarchy of state government. And that is its dilemma. Where it can advise, suggest, and urge others to act, it is helpless to move (except at a snails pace) because of the redtape of state government. Until state legislators adequately fund and state administrations allow state libraries to spend these funds, state library agencies will continue to be too weak to provide the efficient dynamic leadership in the quantity needed to establish truly effective information networks.

Without federal funds Indiana libraries would still be in the horse and buggy era. With them we have seen eighteen new county libraries; thirteen new library buildings; special service to the disadvantaged in eight communities; vastly improved service in twenty-six state supported institutions; seven district centers for services to the blind and physically handicapped; a statewide teletype network; a union list of serials showing the holdings of sixty-three libraries; many statewide institutes, seminars, and workshops involving cooperation among several state departments and various types of libraries. These are but a few of the many projects funded with Library Services and Construction Act money.

And plans for the future include many more statewide proposals such as the development of a data bank of state socio-economic statistics accessible through computer terminals located in school and public libraries; a bibliographic center using MARC II tapes for shared cataloging and eventual development of a union catalog of the holdings of academic and public libraries and the state library; and a unit to facilitate use of federal and state documents.

The legal charge of the Indiana State Library is to "be responsible for executing the policy of the state of Indiana to develop and provide library service to state government, its branches, its departments and its officials and employees; to provide for the individual citizens of the state those specialized library services not generally appropriate, economical or available in other libraries of the state; to encourage and support the development of the library profession; and to strengthen services of all types of publicly and privately supported special, school, academic and public libraries."

It is toward the execution of this charge that the State Library is striving to bend its efforts and use its funds. This is the role of the State Library, but without the cooperative efforts of the local and federal sectors as well as the state little can be accomplished. Therefore I feel that one of the State Library's greatest roles is that of a catalyst.

The hopes of librarians and of all others whose job it is to provide information in any of its many forms rest on the effectiveness of the National Commission in selling the importance of libraries and media centers to the national administration. We wish you success.

RUTH R. FRAME
Executive Secretary

Library Administration Division
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to present testimony to the National Commission on Libraries and Information Science for its hearing in Chicago on September 27, 1972.

In your letter of July 24 you say "We are particularly interested in your views on current trends in library organization and administration, especially as regards the organization of interlibrary cooperative efforts."

The LAD office is now in the process of assembling some data about libraries which serve a multi-type role or which are part of a multi-purpose facility. We are identifying walk-in facilities (rather than technical processes and bibliographic control point cooperatives) such as "a public library-college library," "a school library-public library," "a public library-museum," "a public library-school library-social service center," etc. We are identifying the facility and gathering brief information about its governing body, source of funds, location, and space. The data we now have about these facilities is too incomplete to include in this letter, but I will bring the information we have acquired by September 27 to the hearing. This data may give some added insight into trends in organizational structures of some of the newer library programs.

I'm sure you are familiar with the *Survey of Academic Library Consortia in the U.S.* (pages 271-283, COLLEGE & RESEARCH LIBRARIES, July 1972), and the Directory and Guidelines which resulted from the survey. The CRL article includes considerable information about 125 academic library consortia. About one-third of them have a consortia director, in the other two-thirds the direction is provided by an elected chairman and the library directors of the consortium. It is probably also pertinent to quote from that article (p. 277) "the kind of leadership needed for consortia calls for 'authority' to be based on the power of suggestion and persuasion — quite different from the traditional hierarchial leadership." Perhaps one should note that this study included only consortia in which the participating institutions were autonomous.

I believe the factors which probably will have the most bearing on library organization and administration in the near future are:

1. The necessity for libraries to establish added service roles in order to provide the broadest access for all publics,
2. The rising costs of library manpower, materials and space,
3. The library user's need for non-print materials, long distance transmission, TV, and other nonbook formats and services,
4. The recent changes in employment laws and patterns regarding personnel selection and administration.

I would assess library administration's current activities in general as being more concerned with the development of services and the continuation of ongoing services, than with administrative styles or practices. The basic problems of economic crises, inadequate technological tools, and the imperative need for wider services to many publics set the pattern of organizational and administrative efforts.

With the anticipated changes in many libraries' responsibilities of service, and with the new methods of communication and new formats of information, will come:

1. New or amalgamated governing bodies chosen from a wider area of the public and from many municipalities or agencies.
2. Funding from multi agencies (or merged agencies) with accountability to all.
3. Differentiated library staffing, with top level administrators trained in library management.

It may be that the National Commission can best aid in improving library development and usage by encouraging those activities which will:

1. Assist in devolping the technology of rapid

and inexpensive reproduction and distribution of information and materials;

2. Assist in establishing strong library networks;
3. Conduct experiments and demonstrations of new and economical methods of providing library and information services;
4. Provide continuing education for library management;
5. Provide concrete data about library needs and activities for legislators and administrators;
6. Encourage the development of economical equipment for use by libraries;
7. Provide a vigorous public relations campaign to make known the benefits of good libraries.

The above comments are made from my own observations and knowledge, and do not necessarily represent official policies or statements by the Library Administration Division of ALA.

As you know, the Library Administration Division of ALA works with concerns of personnel administration, organizational structure, budgeting, library facilities, statistics, and other general administrative problems. I'm sure I speak for the division in saying we will be happy to assist the National Commission in all possible ways.

ROGER B. FRANCIS
Director

South Bend Public Library
South Bend, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I expect you will have adequate testimony about the problems of city libraries from the Urban Library Trustees Council of Public Libraries, so I will not comment on their concerns.

One development that does concern me greatly and Urban Library Trustees might overlook, is the recent decision in the case of Williams and Wilkins vs. National Library of Medicine on the subject of photo duplication service by libraries.

Photocopy service is a very vital part of the modern library's service as its community information center and the potential forced curtailment of that function would greatly reduce the public library's role and usefulness.

Although there is the possibility that arrangements can be made to give permission for libraries to continue to provide photocopy service, the extra paper work which it would require would be extremely burdensome.

I urge the Commission to investigate this situation and work to assure continuation of the "fair use" practice under which libraries have provided photo duplication service in the past.

BERNARD M. FRY*
Dean, Graduate Library School

Indiana University
Bloomington, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

PART I

In the context of the continuing flood of new publications — amidst declining library budgets — much current action in the library and information field appears to be uncoordinated and fragmented, often contrary, duplicative, and counterproductive.

What seems to be lacking in discussions about coordination and cooperation between and among research libraries and information services are suggestions for new or promising untried structures, capable of acting with some initiative and charged with the responsibility for developing legislation and other operative agreements and compacts to provide the necessary authority, organization, resources, and a financial base for specific national programs and priorities. Proposals offered for improvement, moreover, are usually too indirect, in my judgment, to cope with the urgency of present problems or to develop a national program of action.

I share the belief of many that we are rapidly running out of time and resources to deal effectively with the mounting complexity and size of the information-communication problems facing us. These problems require large-scale cooperation, coordination, implementation of networks, sharing, elimination of unnecessary duplication and overlap, infusion of new effort and funding, imaginative planning and, most of all, capacity for developing procedures leading to national programs.

The direct result of this line of thinking leads me to suggest that we need now to focus on the need for development of new management concepts, which I believe are essential in the coming years if we are to achieve coordinated cooperation between federal agency information operations and the sector at state, local, regional and eventually national levels.

Let us consider what forms of interlibrary organization and cooperation will be required for collecting and processing, and for intercommunication among resource centers and with the public. There are, of course, numerous other questions to be resolved relating to substantive matters such as functions, costs, priorities, objectives and goals; but there is no doubt that *the organizational problem, while familiar, is the key to action and concrete solutions.*

A number of special panels and task groups have examined basic problems of the library and information community, but rarely are the recommendations of these studies carried out because no effective mechanisms exist for coordination and implementation needed at all levels. Beginning with the Baker Panel, and running through the later studies, there has been the implied and sometimes overt search for management concepts and procedures which will combine elements of the democratic approach — representation, voluntary cooperation, and utilization of decentralized strengths — with responsibility and authority to take action on national programs for improved utilization of information resources.

Some proposals put forward, such as the "Capping Agency," the delegated agency concept, and repackaging including the wholesaler and retailer relation are too indirect or are too product-oriented to get at the heart of the problem. What I am suggesting is that we give more attention to developing new management concepts and to re-examining some we already have but do not regularly use. In the latter category I am referring to library and information activities operated by consortia and by planning or operating groups, including commission-type state or regional organizations. Such groups are often structured to combine elements of democratic representation with responsibility and authority to take action. Some progress, of course, has been made in this direction through establishment of multi-jurisdictional public library systems. A recent ALA study reports on nearly 500 such systems in operation.

A related management concept is found in the establishment of port authorities throughout the country. Operating under a state or national charter, the port authority cuts across geographical and political boundaries and usually has statutory authority to own and operate facilities and to make charges for their use. Admittedly, operation of a port is far removed from the sensitive and complex coördination or operation of research libraries and information activities, but it seems to me clear that we are not many years away from a new national information policy. It will provide public information utilities for the storage and retrieval of information, including both research library information and a wide variety of educational material. Such utilities will undoubtedly involve computer-based networks.

Apart from such "blue-sky" forecasting, I believe many will agree that traditional committee efforts are not adequate to take information problems beyond the identification and study stage and seek their implementation or bring about actions leading to national programs. If coordinated action is needed on a broad scale, we must look to other management concepts and mechanisms.

Another — possibly appropriate — organizational or management concept suggested is the creation of a quasi-governmental unit, such as the Federal Reserve Board, which would represent the interests of both the public and private sectors. A further example can be found in the public corporation concept under which COMSAT is chartered by Federal legislation. Other parallel situations can be cited which could also serve as reference points or precedents in dealing with the organizational problem.

PART II

The present state of research in library and information science may be characterized as fragmentary, noncumulative, and frequently unapplied. In order to implement and further develop the national policy of library and information services for the nation's needs, I believe the most important and fundamental area — apart from the organizational problem referred to above — is the building of adequate research capability. This can be achieved only as a consequence of long-range planning and fostering of research attitudes and skills among professionals in libraries and information science. Two basic preparatory steps, however, can and should be undertaken as soon as possible: (1) encouraging and exploiting recent and ongoing research; (2) providing leadership in upgrading education for research in schools of library and information science.

Encouragement and Exploitation of Recent and Ongoing Research

The need for organized availability of present and emerging knowledge affecting the state-of-art has been recognized in recent years by several fields and disciplines. However, the best-known and most comprehensive service of this type, provided by the Science Information Exchange, has marginal value for the library and information science community because of limited input from non-government sources. Since 1969 three separate efforts have been undertaken to provide a similar but specialized service for reporting research in this field: (a) the computer data base developed by the Graduate Library School at Indiana University; (b) the Maryland List published annually; and (c) the FID Register published monthly.

Without making comparisons among these three services, I would like to call the attention of the Commission to the characteristics and potential usefulness of the computer data base on research developed at Indiana University (described in more detail in Attachment A entitled "Invitation to Query Data Base of Research Affecting Technical Library and Information Services"). Begun in 1969 this file updated daily now consists of about 1500 descriptions of recent and ongoing research projects which have potential usefulness to anyone concerned with improving libraries and information science through research. For both the administrator and the research worker the ready availability of this file would encourage application of the results of recent and ongoing research to management and operational problems as well as the identification of problem areas needing further research.

There is reason to believe that a computer-based record of recent and ongoing research projects would be of benefit as well to the national planning function and also to the grant making process. Information in the file could be made available as searches on a service bureau basis, or for local terminal searching on up-dated tapes. The several alphabetic and analytical indexes, plus a free term searching capability, through computer manipulation offers access to a wide range of useful background information. A computer-based record of research kept up-to-date could serve as the basis for numerous statistical and analytical studies not now feasible but essential to an adequate knowledge of recent advances in the field. Such a research resource would contribute importantly to studies for analysis of current and future library needs, assessment of the strengths and weaknesses of existing library and information services, and evaluation of the state and progress of library and information science development.

Providing Leadership in Upgrading Education for Research in Schools of Library and Information Science

The changing nature of libraries and information systems has implications for the educational requirements of future librarians and information scientists. To my mind the Commission needs to take a leadership role in developing a consensus among professionals in the field which will influence the direction of the education and research of advanced students. The following suggestions are offered for Commission consideration:

(1) Promotion of regional seminars to encourage exchange of views among library school research faculty and staff of research units in academic libraries, e.g. discussion of team and cooperative research as a means of solving management and operational problems, establishment of bi-lateral and multi-lateral arrangements for the conduct of research, etc.

(2) Urging USOE to establish fellowships in library and information science research parallel to those available in the past for teaching and for library administration.

(3) Sponsoring studies of (a) the application of research results (or lack of) to management and operational problems and (b) the reporting of completed research, i.e. when, in what form, how effective, etc.

ERVIN J. GAINES*
Director

Minneapolis Public Library
Minneapolis, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Let me say at the outset that I would welcome the opportunity to appear before the National Commission on Libraries and Information Science when it convenes in Chicago on September 27, 1972. The Minneapolis Public Library is the largest such institution west of Chicago and north of St. Louis, and potentially is the key public library service point for one of the largest geographical areas of the United States.

To respond specifically to your inquiry of July 21, I have set down the following observations, many of which are not original, but which will serve to reinforce convictions already arrived at by the Commission. I hope beyond that, I have some opinions which may be useful in stimulating further lines of inquiry. In all cases my comments are predicated on the needs, problems and opportunities of urban libraries. My omission of any comments about suburban or rural libraries implies nothing more than that I believe there are more able spokesmen for their concerns.

Finances—Urban libraries are under-financed, and the eroding property tax base which is the most commonly used revenue source for public libraries is insufficient to maintain them at levels of excellence society requires. The Minneapolis tax base has scarcely changed in the 8 years of my tenure, and the problem of maintaining good library service in such circumstances grows increasingly difficult. Coupled with this is the growing use of the library by nonresidents who perceive its value without a corresponding commitment to support it.

The National Commission can be of signal assistance in highlighting this problem by seeking support within the Executive Branch of the federal government for direct aid to urban libraries in harmony with the proposals of the Urban Library Trustees Council and of the American Library Association.

In the spirit of Resolution III adopted by the Commission at its meeting of February 17 and 18, 1972 in Washington, D. C., the Commission could usefully expand its concept of equalization of library tax support by pointing out that while school systems can be made roughly equal to each other for the purposes of formal education, libraries can not.

Libraries are by their very nature unequal in their resources and in their potentials for service. Equalization of tax support, while desirable in achieving minimal standards of library service, will not in and of itself, achieve the purposes we have in mind. Large libraries are the backup for outlying institutions and, hence, the clients of those institutions. To the degree that urban libraries enrich the informational and cultural ambience of a wide area, they require additional support to compensate for their greater efforts and capabilities, which necessarily entail higher unit costs of operation.

To provide this compensatory balance which is not available at the local level, the intervention of state and federal resources is required. As I pointed out in the opening paragraph of this letter, the Minneapolis Library could be a resource operating beyond even its state borders, into North and South Dakota, Iowa and western Wisconsin. This it clearly cannot do without revenues not now accessible to it.

Recognition of this problem has already been granted with respect to the New York Public Library, but the phenomenon of overused central libraries by non-taxing clients is repeated in varying degrees of intensity all over the United States.

Service Programs—The urban library is afflicted with problems related to the poverty of the citizens who are its immediate responsibility. The vast deprivations in the larger and older cities of the east and midwest — New York, Philadelphia, Chicago, Detroit, Cleveland—need no reiteration here. This service problem is not acute in Minneapolis, but even so, we feel to some degree the lack of resources to mount a vigorous informational program so much needed by less fortunate people locked into the inner cities. Programs to aid minorities and the poor are weak, where they exist at all, and they mostly are pledges of good intent rather than viable instruments for social improvement.

Giveaway programs are needed with books and documents regarded as expendable items, not as property to be loaned and retrieved. Something analogous to the Armed Forces book program of World War II is much needed. Information counsellors should be assigned in deprived areas, not as substitutes for social workers, but in addition to them.

The traditional programs of the Minneapolis library, at least, work about as well as can be expected. What our city experiences is its inability to innovate and fortify these programs to overcompensate the mental erosion that accompanies economic and social deprivation.

Service programs, however, should not be concentrated on deprived clients to the exclusion of others. To do so would negate the broad purposes of the library which must serve the entire spectrum of society especially that part which has by a process of self selection identified itself as library oriented. The emphasis on the deprived has led to the kind of analysis which suggests that there is an inherent snobbery in catering to library elites. Not so. Any institution must pay close attention to the requirements of those most capable of using its services. A gymnasium is not well employed if it does not cater primarily to the athletically gifted. Democratic institutions cannot spurn the most able citizens in some mistaken pursuit of equality at the lowest levels.

Hence, a public library is bifurcated. It must try to establish a fundamental level of good service for the deprived and at the same time meet the requirements of its self-confident and demanding clients.

Information requirements are in some ways limitless. The most sophisticated and recondite materials must be acquired to meet specialized demands.

The public library has turned an indifferent eye to the requirements of the economic and commercial demands of its community, with the result that community elites who could channel financial resources to the library have elected not to do so because they have not perceived that the public library has value except as a palliative for social ills when in reality it is a fundamental resource for building a vigorous society. The library is perceived as an amenity rather than as a necessity. Librarians are themselves at fault for permitting this attitude to proliferate.

Special libraries have sprung up in all our cities precisely because the public library has persistently fallen short in providing for the specialized requirements of business and industry. The trade book of transient value has always been preferred to the specialized document. The tendency is to produce a flaccid intellectual menu which is filling but not necessarily nourishing. In some ways the public library has exhibited the symptoms of the mass media—a persistent repetition of superficialities to the neglect of the more intellectually demanding materials.

Finally, the library must pass from its traditional passive role to become an active generator of information culled from its resources and packaged for effective use by a large array of specialized clients.

Collection Development—There should be a regional development of library resources. The concentration of massive collections in a few major libraries is inappropriate for the late 20th century. There should be now developed a national policy to assign responsibility for collection building of massive proportions in 15 or 20 centers dispersed throughout the nation. Collection building for the entire populace should no longer be left to chance or whim. Where weaknesses show in the public collections of important cities, there should be developed a national instrumentality for upgrading such key collections. We do not do well to permit the decline of resources in such crucially important cities as Chicago and Los Angeles. Local initiatives, while important, ought not to determine the future of library collection development, lest we find the resources separated from the people who need them. The manipulation of funds to redress obvious imbalances is socially desirable.

If this is too radical, then, at the very least, standards can be established which will suggest appropriate rates of accumulation to produce the richness and diversity required to serve the larger social demands of our nation.

Conclusion—It has not seemed important to me to mention administrative problems of libraries. These are routine matters of no national significance. The crucial issues are finance, the harmony of resources with population density and the equalization of resources geographically.

I have assumed that there will be a continual growth of library systems and distribution links, for without the ability to disperse information from central nodes to the point of demand, we will still be operating on 19th century principles which assumed that information stood still and people moved toward it. The reverse is now true. The information can be made to move to the patron. This development should be encouraged by the fostering of all appropriate technology: computers, communications transmission and reprography. It is the intellectual and the economic solutions that are most important.

LOUISE GILES
Dean of Learning Resources

Macomb County Community College
Warren, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for this opportunity to submit some ideas regarding library needs. I respectfully submit the following comments for the consideration of the Commission:

I. FUNDING

One of the most serious problems that libraries of all types are faced with today is that of funding. In hard times, libraries are usually among the first institutions to suffer reductions of funds. Without the confidence of a certain level of ongoing financial support, it is difficult for librarians to implement any significant programs and virtually impossible to do any effective short or long-range planning. Should libraries charge fees for certain services? Should they charge a flat fee to all users? Some more stable and dependable methods of funding than the ones we presently have need to be available. Could experts present us with some alternatives for library funding? Also, could the federal government liberalize its grant policy by putting more emphasis on the evaluation of the worthiness of the proposal itself and minimizing obstacles such as the "matching fund" and "maintenance of effort" concepts?

II. THE STAFFING DILEMMA

Yes, there is a shortage of jobs for librarians, but we still need to examine the nature of the duties our librarians are now performing. Perhaps the reason some of us have difficulty in justifying additional personnel is because we are married to the idea of hiring a costly, professional librarian for every little function to be performed. Could we, without harming the library profession, make wider and more effective use of paraprofessionals? I fervently support this concept.

III. LIBRARY SERVICE TO MINORITIES

I submit that the library profession has failed to meet the challenge of effective library service to minorities and the disadvantaged and to large, urban areas. Yes, there are certain valuable programs going on in certain parts of certain cities, but there has been no such program that has been implemented on a large scale basis. Could the Commission search out and publicize the most effective programs that do exist and encourage creative librarians to try to initiate even more?

Often we librarians are too "hung up" on our concept of what a library should be. What a library was yesterday is not necessarily a criterion for what it is today or what it will be tomorrow. Could the Commission challenge us to flex our minds?

Public libraries, particularly, might take a hard look at the learning resource center concept. It just might be the answer as to how to salvage some of those inner-city branch libraries that are dying on the vine.

Public and college libraries would do well to tune in quickly to the external degree concept. Library involvement in individualized instruction and credit by examination programs, to some extent, should be seriously considered. If the external degree trend catches on, it may well be that minority groups and the disadvantaged will be some of the most logical practitioners, as they are, perhaps, more likely to be too busy or less inclined to enroll in regular college classes. Could the Commission encourage the study of the library's potential role in external degree programs?

IV. GREATER UTILIZATION OF LIBRARY RESOURCES

A library is an expensive proposition, but even given an unlimited budget, it would not be possible for all libraries to stock all information in all formats on every subject. We have always known that every library can't be the Library of Congress, but still the information explosion boggles the mind. On the other hand, vast areas of this country have no library service at all while most of the densely populated areas are spotted with all types of libraries that provide all kinds of duplication of effort and services. Obviously, there is an imbalance of library resources. Individual libraries need to make greater use of their own resources, also.

The following are some things that I think would encourage greater utilization of library resources in the country:

A. *The Computer Gap:* The computer is here to stay, they tell us. Some of us feel that it might be and are willing to try it; but there always seems to be, for one reason or another, a great gap between us willing librarians and those capable computers. Could the Commission in some way encourage computers for the common man? If we can ever "get our thing together" with the computer, I have a feeling that it would contribute to greater utilization of library resources.

B. *Networks, Systems, and Interlibrary Cooperation:* Of course. It goes without saying, except when we stop talking about it and try to start doing it, we discover it isn't easy to collect on past promises. Nevertheless, some inroads have been made with networks, systems, and interlibrary cooperation, and the most successful of these should be publicized. More development of library cooperation should be encouraged. What about a national network, even? And, of course, if we had computers for the common man, this would be possible.

C. *Media Cataloging:* Ah, yes—"That battle's been won; you don't have to convince me," one library school professor told me. The battle has indeed been won—on paper and in conversation. How many libraries in the country, in actual practice, have their media cataloged and the cards interfiled with their print materials? In other words, how many libraries in the country make their information on filmstrips, filmloops, slides, audiotapes, and videotapes as readily available to the reader as they do their information in books? Damned few.

Here's another area where we "talk a great talk." Could the Commission help us to be practitioners, rather than debaters in this area?

V. LIBRARY EDUCATION

We tend to sit back and criticize what they teach in library school, but there is one good thing about most newly-graduated librarians: they are usually flexible and receptive to new ideas. But, I think we should be just as concerned, perhaps more, about the education (or re-education) of the "old" librarian who has been in the field 10, 15, 20, 25 years and has not learned anything new since year one. Many librarians are not even aware that their rigidity is detrimental to themselves, not to mention the profession.

But how does a profession update its image, its role? I suggest the library school could play more of a leadership role in this respect.

If the market for librarians continues to level off, library schools may be wise to consider limiting their enrollments to the estimated number of positions available on the local market. Continuing to supply librarians to a market where there is no demand is cruel, unwise politically and, possibly, even fraudulent. But, could library schools shift their emphasis to provide for continuing education programs in a variety of areas of librarianship and education? Could library schools take the lead in providing for the self-renewal of librarians, thus, updating the role of the librarian in society? Could employers of librarians, library schools and library associations combine forces to make it necessary, worthwhile and attractive for "old" librarians to renew themselves?

HERBERT GOLDHOR
Director
Graduate School of Library Science
University of Illinois
Urbana, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

There are thousands of libraries in this country today, and there are thousands of government agencies, professional groups, library schools, and other organizational units which are concerned with libraries. But no one of them is committed to overall planning, evaluation and research in regard to the functions and services of libraries, and without any program of its own to defend or implement. At least this was true up to now; if the National Advisory Commission could fill this role, it would make a major contribution to the welfare of libraries.

Two main considerations need to be spelled out, viz., what are the major challenge problems of librarianship today, and, specifically, how might they be approached. I have chosen to list some of the main problems here as I see them, without regard to the order of listing.

1. Library service is still not available to everyone. We have still not brought local public library service within reach of every American, as a matter of legal right. And the 15% or so of the people who are so deprived live on farms or in small towns, typically. We have never figured out how to serve them satisfactorily. Bookmobiles, books by mail, deposit libraries—all have their deficiencies, and the modern developments in regional public library systems tend to strengthen existing libraries rather than to help those without service. Similarly, there are many elementary schools with no library service of any kind.

2. Inadequate and low quality service is given by many existing libraries of all kinds. About one-third to one-half of all libraries in this country (especially school, public and college libraries) are understaffed, poorly financed, with poor collections, in inadequate buildings, and served by untrained or poorly trained staff members. The gap between the worst and the best service is far too wide for the good of society.

3. As libraries of all types have increased in number and in size, especially in the same geographic area, it has become increasingly clear that there is both duplication and gaps between them. By passing Title III of the LSCA, Congress was ahead of the profession in providing for cooperation between libraries. But cooperation proceeds at the pace of the slowest member of the group, and some more drastic approach seems needed.

4. In most libraries, reference service is poorly done, neglected, and often completely lacking. Yet reference service is the one most promising technique so far developed for opening up the resources of a library's collection for the needs of the average citizen. Study after study has shown libraries to be giving out misinformation and failing to utilize their own resources properly and fully.

5. Libraries of all types (but especially the public library) have failed to make adequate adjustment to the particular needs of the urban poor. In contrast, libraries met the needs of the immigrants of the early 20th century and helped them adjust to their new circumstances. But today's immigrants are different, and libraries by and large have not learned how to respond to their needs and circumstances.

6. Libraries need to have a national plan for collecting all appropriate materials, and for making them all readily available to every citizen. This is particularly a responsibility of the university, research, and national libraries. Some major and successful attempts have been made, e.g.; the Farmington Plan, PL 480, etc., but much more remains to be done, as in the way of information analysis centers. The other side of the coin involves preservation of the materials collected.

7. We are only just begun in the improvement and rationalization of the work of libraries using techniques from work simplification through operations research to automation. We need systematic exploration of computer applications, networks, and the problems of classification and subject retrieval, as well as a sensitivity to new technological developments still to come.

8. There are a number of problems in the general area of library manpower. Education for li-

brarianship is changing, and needs to change more. We need more and better programs for the continuing education of librarians. The profession needs people with interdisciplinary backgrounds or with depth in specialized subjects, rather than generalists.

And so on. How to tackle and solve any one of these problems is both more difficult and more important. Presumably, the Commission will pick a few problem areas in which to work, and will utilize such approaches as research, evaluation, demonstration, legislation, and planning. I shall try to say a few words about each of these.

Research in librarianship is still young, and all too many studies have been surveys. Methodologically, we are just beginning to use experimentation and multivariate analysis, while we search for more precise and more meaningful measures of library phenomena. Still this is the best single resource we have for creating and testing new knowledge, and I suspect that any one problem listed above would yield to a concerted attack of all presently available library research personnel—if they could be so marshalled.

Evaluation is an essential step in the administration of an agency or in a national project, but is often skipped—partly because it is difficult and partly because it is likely to turn up negative results. The National Commission should seek to evaluate the results of its own as well as of other agencies' programs, with the results published for the good of all.

Demonstration is a powerful tool for convincing doubters, e.g., as used by the agricultural extension service. If new patterns or relationships need to be established so that others, including legislators, can see how they work, a demonstration should be used, with outside funds, and with evaluation built-in. In fact, new patterns and new ideas are constantly being tried out in individual libraries, but usually in an inefficient manner and with no evaluation or follow-up.

Legislation, especially at the national level, is likely to be one of the Commission's main direct contributions. Not only is there a need for codification of present law and of model statutes for the states, but many of the problems listed above have their roots in various laws, and no great advances are likely to be made unless or until those laws are changed.

Planning is listed last, for emphasis. It should come first, both on the part of the Commission, and in each individual project. If there is one single most important defect of American libraries, it is that they have grown up unplanned. And even today no one library and no one library agency, other than the Commission, has the breadth of view and of responsibility to be able to plan intelligently and dispassionately for all libraries and for the whole country.

RUTH W. GREGORY
Librarian

Waukegan Public Library
Waukegan, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I have been asked to contribute to the testimony for the September 1972 hearings of the National Commission on Libraries and Information Science from the point of view of the medium-sized public library and its role in library networks.

It is obvious that a network of libraries is the only hope of the medium-sized public library in securing quality access to materials and in developing services required by the increasing diversity of needs of our various publics in an ever-changing society.

It is also obvious that a network of libraries implies cooperation at all levels. The medium-sized public library must be prepared in the future to assume professional responsibilities within the structure of a network system. The medium-sized library must be more than a recipient of the benefits of a national library network.

In order that the medium-sized library may become a working participant in the development of the network concept, even within its natural limitations, the administrators and trustees of such libraries need help in the form of reliable data and information which will assist them in the identification of priority public needs and in an analysis of methods for the improvement of local library services. The research required for the establishment of such data might be a contribution of the Commission in collaboration with state libraries, library systems and/or research centers.

The research areas of immediate concern include the following:

1. Finance
   a. an exploration of alternate tax sources for adequate support of all types of libraries as units in the library network
   b. cost studies of local library operations increased by network affiliation, and cost analyses of traditional services (such as various levels of reference service) as an aid in establishing local goals and priorities
   c. a study pointed toward the resolution of financial burdens of strong libraries supplying demands from residents of neighboring communities
   d. an examination of such network services as may require a shared financial responsibility on the part of the receiving library for the benefit of special segments of the public
2. Government of libraries
   a. a survey of the government of public libraries to determine more advantageous structures of government including community involvement
   b. a study of feasible relationships between boards of local tax-supported institutions to establish cooperative arrangements for coordinated informational and service programs on the community level as a part of the network complex
3. Public relations
   a. a study of ways in which a national program of public information might aid the medium-sized and small public library in extending network services
   b. an exploration of continuing educational programs, on a state or regional basis to involve all personnel in the promotion of the concept of library networks and the effective use of national resources

Any contributions of the National Commission on Libraries and Information Science to objective studies of the needs and problems of the libraries of the nation will be appreciated by the medium-sized public libraries.

AUDREY GROSCH
Ad Hoc Committee

Minnesota Chapter
Special Libraries Association

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The special library represents an unique information resource in the United States. Individually, special libraries may not be physically large, yet each focuses a depth of interest toward a defined area. Collectively, this resource is vast. And yet, except in serving its local clientele, the full impact of the special library may be largely unfelt. Why?

Formal and informal networking of special libraries and other institutions in the information community increases the benefit of information centers to the individual consumer. For this reason networking will help the information user, but it is necessary to examine the nature of the special library collection in order to learn why the impact of the special library may be largely unfelt.

A special library's collection, in addition to published materials, contains many "fugitive" items such as reports, studies, articles, addresses, and scientific/technical results. Many of these items are difficult to prove exist and then procure. Obviously, some of these materials may be considered proprietary. Therefore, these "fugitive" materials represent an underutilized resource. Not only is it difficult for the special library to find and procure such materials, but also such difficulty is passed on to the information consumer as he fails to obtain specialized data.

Therefore, it is clear that the special library can be an even more important information resource if attention is focused on the "fugitive" literature problem. An example of one attempt at solving this problem can be seen in the field of education—the ERIC Clearinghouse system.

The special library, as a consumer and supplier of government generated information, can function more effectively if existing information systems are improved. Better retrieval and availability systems are needed for current research information.

The need for information is not diminishing, but our ability to become aware, to locate, to evaluate, to disseminate fails to keep pace. In the area of "fugitive" materials lies a major concern of special libraries. We respectfully urge the National Commission study this problem and formulate recommendations which will lead to increasing the impact of the special library nationwide.

BETH HAMILTON
Executive Director
Illinois Regional Library Council
Hinsdale, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The Illinois Regional Library Council was incorporated in March, 1972 as a general not-for-profit corporation of the state of Illinois. Its purpose is to improve access to information by all residents within the six counties comprising the Chicago Metropolitan Area, as a first step toward an eventual statewide cooperative library network.

The foundation was laid for the Council's emergence by a group of Chicago area librarians who investigated the feasibility and desirability of establishing a cooperative library agency. Over a two-year period, this group elicited an overwhelmingly enthusiastic response from the library community on the desirability for an agency devoted solely to fostering intertype library cooperation, formulated bylaws and objectives for the proposed cooperative, obtained start-up funding through an L.S.C.A. Title III grant and invited Chicago area libraries to join the Council and send voting representatives to an organizational meeting held in July, 1971.

Ninety institutions joined the Council as charter members during the 1971/72 year. A governing board of twelve directors was elected by the representatives of the member institutions. The twelve directors represent: University Libraries, College Libraries, Public Library Systems, Public Libraries, Junior College Districts, School Districts, Special Libraries (nonprofit), Special Libraries (profit), three director-at-large who must be non-librarians. Three additional directors, one each from Chicago Public Library, University of Chicago Library and Northwestern University, hold permanent seats on the board.

The Board of Directors appointed an Executive Director, whose employment was effective May 1, 1972. At that time, a headquarters office, donated by the Suburban Library System during the Council's formative period, was occupied. The Illinois Regional Library Council has thus been in full operation only four months.

Over the past four months, the Council staff has visited member libraries and existing cooperatives to identify the most pressing problems, investigate possible solutions and establish program priorities. The immediate areas of concern, as stated in the formal objectives adopted by the membership, are as follows:

A. *Knowledge of Resources*

The holdings, services and unique features of Chicago Metropolitan area libraries, library agencies and information centers will be described in such tools as bibliographies, guides to subject collections, directories and union lists.

B. *Coordination of Resources*

It is essential that each member library be able to supply the basic needs of its institution, but these libraries cannot afford to compete with each other in building duplicate collections of highly specialized research materials. Based on the knowledge the Council gains of area resources, it must then: 1) Identify the strong points of various collections; 2) Develop coordinated acquisitions programs to build on these strengths to avoid extensive and expensive duplication; and 3) Evolve collection development policies which will enlarge the area resources by filling existing gaps.

C. *Accessibility of Information*

Having described the Chicago area library collections, the Council must devise means for making them more accessible. In addition to Infopass, a device to promote uncomplicated access to the public of all area library resources, the Council will be concerned with improving interlibrary loan and delivery services, reference referral centers and reciprocal privileges.

D. *Exchange of Information*

The Council will investigate all the means for the rapid transfer of information, from the prosaic methods such as mail, telephone, scheduled messenger and truck delivery service to sophisticated electronic devices.

E. *Automation*

A long-range goal of the Council is a computer center, dedicated to library service.

The Council must move rapidly to provide products and/or services that can be of immediate benefit and can demonstrate the potential contribution of such a cooperative agency. The spector of financial support is present until such time as funding, which will insure the continuity of the cooperative and its programs, is obtained. The Council is presently supported by membership fees and an LSCA Title III start-up grant.

In examining the future of the Illinois Regional Library Council and other similar intertype library cooperatives, the question of funding appears critical. While funding through the Library Services and Construction Act has served its purpose in many ways, such funding is inadequate for ambitious cooperative programs. Duration of demonstration periods should be extended to a five-year maximum; otherwise, advance study to substantiate the need and feasibility of specific cooperative projects, and ability to experiment with pilot projects, will be sacrificed in order to produce immediate results. Such computer-based projects as on-line bibliographic services can certainly not be generated within the present time limits.

It is generally recognized that when cooperative programs are evolved locally, with maximum input from members, and are financially supported locally to some extent, they have more likelihood for success. The logic of internal support is acknowledged; however, in few instances has local support been sufficient to develop more than the most nominal programs.

The problems of funding may be partially resolved when those of structure and governance are solved. Some questions which need answers: Can *intertype* library cooperatives be most effectively developed through state agencies and within state boundaries, funded by state appropriations? Or would they be more effectively based on national regions, developed according to a National Network Plan, and federally supported? Or, are there natural conditions conducive to intertype library cooperation which transcend political boundaries and support considerations? Can such natural conditions be exploited and, if so, under any standards other than those perceived to satisfy local needs?

Intertype library cooperation, involving private profit and nonprofit institutions, must be differentiated from library cooperation among publicly-supported institutions. There is *some* recognition for accountability to the taxpayer in publicly-supported institutions. On the other hand, private institutions may elect participation in cooperative library efforts only as they find their needs can be served.

A cooperative agency expecting to serve various types of libraries must be cognizant of the unique needs of each type of library, the levels of sophistication among members of the professional community served, and the degree of commitment within that community to both the philosophical concept and the realities of cooperation.

The intertype library cooperative may offer services which will benefit all members. It needs to recognize that all its activities need not benefit all its members, that select activities can be offered to select types of libraries, perhaps on a fee basis, rather than underwritten by the entire membership. A balance must be sought in the total services offered on a select basis.

The intertype library cooperative needs to provide opportunities for full communication among different types of librarians. This means breaking down some well established barriers and eliminating numerous misconceptions. Human attitudes have been traditional problems in library cooperation. If intertype library cooperation is to survive, attitudes must be altered and resistance to innovation overcome.

The writer sees the National Commission on Libraries and Information Science as having a unique opportunity to promote intertype library cooperation. It can:

1) Recommend effective structures and guidelines for library cooperative development, within the context of a future national network.
2) Recommend better coordination of the funding activities of federal agencies as they pertain to the library community.
3) Promote centralized reporting of all federally-supported library/information science research, both at the time that research is funded, while it is in progress and when its results are reported.
4) Support and recommend standardization of procedures and practices, without which library cooperative programs may continue to develop in a haphazard manner, with little

hope of local programs ever fitting easily and inexpensively into a future national network.

5) Endorse a national census of libraries and information centers. How can the complex problems of the library community be confronted until that community is fully identified? Library census data should be made available in such form as to inform the public and the library profession of natural conditions which could be improved by cooperation. For example, directories grouping libraries geographically, by type, by source of support, by subject strengths, and by mission would be a useful tool for cooperative development.

6) Recognize the present state-of-the-art of coordinated acquisitions. At the 1972 ALA convention in Chicago, it was reported that the Commission would give priority to those cooperative projects which involved coordinated acquisitions. Until research has been conducted and facts made known about patterns of use of all types of libraries, until the library profession accepts the economic need for sharing resources, until more effective means of transferring documents and information are available, coordinated acquisitions can, at best, be successfully undertaken only on a limited scale.

7) Support Education for Cooperation—please! The greatest barrier to effective intertype library cooperation is the uninformed librarian. Overcoming human barriers is a slow and often painful task. It would be useful to a) have cooperative concepts interwoven into the course work offered in library schools; b) to have conferences and institutes available for the working librarians who may need to know how to make cooperative efforts succeed; and c) to increase funding to permit advanced students to conduct the research needed for well-conceived cooperative projects.

To summarize, I rank the problems involved in cooperation between various types of libraries in this order: 1) Human resistance; 2) Inadequate funding; 3) Lack of overall structure and guidelines for systematic development; and 4) Insufficient opportunities to communicate the advantages of cooperation.

FRED W. HANES
Dean of Library Services

Indiana State University
Terre Haute, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for affording me the opportunity to present these brief comments to the National Commission on Libraries and Information Science. I address them specifically to the topics mentioned in your recent letter; namely, the academic library as a public resource and its function within a local or regional network.

The academic library—especially the tax supported one—must be considered a public resource. The high cost of developing and servicing such collections can be justified only in terms of the widest possible use. And assuming the latter, can be justified only if every effort is made to minimize excessive costs while maximizing resources available through cooperation with other libraries, including participation in networks. Interlibrary cooperation can take a variety of forms, including sharing of resources, cooperative acquisitions programs which aim at avoiding excessive duplication of research materials; sharing of bibliographic data, etc.

It is my opinion that networks are a necessity if adequate library service at all levels is to be maintained. It is my further opinion that the greatest need and most practical end to be served by networks is the storage and retrieval of bibliographic information. I believe that they should be developed on a state, or in some cases, regional basis; that they can and should include libraries of all types; i.e., public, academic, and special; and that in view of the ultimate economies, improvement in quality of service, improved access to materials by the general public, more efficient acquisition and cataloging of materials by libraries, they should be supported by federal and/or state funds. Each state or regional network would require a central facility and staff which would develop a data base and provide a variety of services to network members, who should be connected to the central facility through an on-line link. The central facilities could themselves be linked as a super network on a national basis, thus providing access to a constantly growing body of bibliographic data on a very large scale.

Academic libraries should be principal nodes on state or regional networks, making their extensive research collections available to the general public in the region served as well as to their normal clientele, students and faculty of their own institution. It is naive to assume, however, that their resources, purchased and organized at such great cost, can be made generally available unless the libraries are compensated financially for their additional costs.

In my judgment the primary effort in the development of networks should be aimed at the storage and retrieval of bibliographic data, with the benefits to members of the networks including acquisitions information; computer printed catalog cards; union catalog (including serials) information from the central data base which will provide locations, thus expediting interlibrary loans; bibliographic searches of the data base on request utilizing a variety of entry points and providing, through sophisticated retrieval programs, bibliographies of materials and their locations. Except for limited projects in very narrowly defined subjects, the storage of information per se, i.e., the contents of books or other printed materials, is not yet practicable and could be accomplished only at prohibitive cost. Although the public is bombarded with "science fiction" articles which indicate that the computer will take over and the book will fade away, such is simply not the case within the foreseeable future.

I believe that the views expressed preceding are defensible, but it is not within the scope of this brief statement to include a complete rationale.

Congressman
VANCE HARTKE

United States Senator
Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

While it is generally agreed that there is a need for an effective educational system, the library needs of this country are too often overlooked. If we accept the premise that a good educational system is necessary for an informed populace, we contradict ourselves if we do not put the same emphasis on our libraries and information services centers. A nation's libraries are the cornerstones of an effective educational system. We are wasting our time if we put our efforts into educational programs without an equal emphasis on our library needs.

The formation of the National Commission on Libraries and Information Science, and its nationwide hearings, exhibit a growing awareness of the importance of library services. It is commendable that, when the Commission was first established, emphasis was placed on the special library needs of the economically, socially, or culturally deprived person, and the means by which these needs could be met.

Recently, the United States House of Representatives passed a bill which called attention to an area which had not been previously mentioned as a special area of concern for library information services. In H.R. 15657, the Comprehensive Older Americans Services Amendments of 1972, provisions to amend the Act which set up the National Commission on Libraries and Information Science were set forth. I am the sponsor of a somewhat similar Senate version of that bill (S. 3076). These amendments would provide that the special needs of the elderly would be determined by a series of studies, surveys, and analyses. This legislation recognizes the need for more information concerning the requirements of the elderly in regard to libraries and information services. I would like to urge the Commission not to wait in taking up the investigation of these problems, but to begin to tackle them now.

The needs of the elderly should never be slighted. In a recommendation from the 1971 White House Conference on Aging, the same theme of library importance was first issued. The report cited the fact that, "Public libraries serve to support the cultural, informational, and recreational aspirations of all residents at many community levels." Because of this neighborhood character of libraries, and the growing interest within older citizens' groups in participating in lifetime education, the report urges the strengthening of libraries to provide a major support for older citizens' education which is directed toward an acceptance of the dignity and worth of non-work pursuits as well as development of leisure skills and appreciation.

The need for library resources for the elderly has now been acknowledged, but the problem confronting us now is how to meet these needs. Obviously, librarians need to be trained to understand the special problems that face the elderly citizen and they need to be trained to work with the elderly individual. There is a crying need for special library programs for the elderly. In conjunction with programs providing jobs for the elderly, these library programs could be staffed by elderly persons. There is a need for improved transportation services which will enable many of the elderly to have, for the first time, access to library services. For those elderly persons who are homebound, there is the necessity for the provision of in-home visits by library personnel.

These are all good recommendations, and my bill would appropriate funds to carry out many of these proposals. But the Commission must begin work now to alleviate the library problems of the elderly. These older citizens are, on the whole, not as well educated as younger segments of our society. While half of those people under 65 graduated from high school, half of those over 65 never went beyond elementary school. Because surveys show that a person's reading habits usually remain with him throughout his life, it is reasonably accurate to say that the present 65 and older group probably reads less than the average American.

But what about the future? In 10 to 15 years, the present 50 to 55 year old group will be entering the

65 plus group. This more educated segment of our society will undoubtedly be more inclined to read and use the libraries. The National Council on the Aging predicts that by 1980, there will be 24,500,000 persons over the age of 65. This is a large segment of reading public which we must provide with adequate facilities and services.

In conjunction with large-print books, libraries can make available talking books to those people with sight difficulties. There should also be an awareness of the possible inhibiting factors of the physical plant of the library. Entrances and interior features should facilitate use by the senior citizen as well as by the infirm and the handicapped.

These programs are valuable attempts at helping the aged, but there is one point we should not overlook: the reluctance of the aged to move about. Who knows how many avid readers there are who go without reading materials just because they are too timid to cross a major highway. It is these elderly persons that we must make an extra attempt to reach.

One way which has been proposed to reach these people is through "drop-in" centers. Any neighborhood senior center or other neighborhood-oriented center in which the elderly participate could be utilized for a "drop-in" headquarters from which senior citizens can acquire books. A librarian visits the "drop-in" center on a regular basis bringing boxes of books for browsing and any specially requested items. The librarians can institute discussion groups and special programs for the elderly readers. In this way, many readers are reached who would otherwise never get close to the main library. With the upsurge in senior centers this approach is one of the most promising.

Researchers have found that the best results in elderly reader participation occur when the reader and the librarian can meet on a one-to-one basis. The librarian who can understand the interests of the elderly person can best encourage his desire for books.

Many people think the answer to an elderly person's reading is a "Senior Citizens" reading list, but librarians who are active with older people deny this. These librarians point out that the interests of senior citizens are just as varied as are younger people's interests. Just as a single reading list cannot fulfill the needs of everyone 35 to 45, neither can one list satisfy everyone over 65. Again, the necessity for a one-to-one relationship between the librarian and the senior citizen becomes obvious. Only a librarian who has come to know an elderly person as an individual can help guide his selection of books with any success.

We must promote the concept of library programs for the elderly more actively. While some libraries, such as the Donnel Library Center in New York City and the Milwaukee Public Library have already begun special programs for the elderly, other libraries must follow their lead. I urge this Commission to establish, through investigation of already existing programs, the various needs of the elderly concerning library services and make this information available to the public. In conjunction with this objective, I suggest the Commission set up model programs of library services for the elderly the outlines and procedures of which can be made available to other libraries as guidelines in establishing their own programs.

But foremost, I urge the Commission to act now. Many of our elderly citizens do not have five or ten years to wait before these services are instituted.

JOHN P. HERLING
Director of Libraries

Cleveland State University
Cleveland, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The Cleveland State University, which enrolled its first classes in September 1965, is truly urban university located in the heart of downtown Cleveland, in Cuyahoga County in Ohio. Ninety-seven percent of its 15,000 students come from homes in the city or from communities within commuting distance. Approximately twelve percent come from minority groups or low-income families, a percentage, which through affirmative action programs is constantly increasing.

As the university has developed in seven years from a four year college to a university with a full-range of master's programs, heavy demands have been made, not only on the university's own library, but on the Cleveland Public Library, the Cuyahoga County Public Library, and libraries of suburban systems, and the libraries of Case Western Reserve University. Voluntary cooperation through the Library Council of Greater Cleveland, with a reference and interlibrary loan teletype network financed solely from the cooperating libraries' budgets has done much to make the rich local resources—8,000,000 volumes—available to all residents of the community. A library resources committee of the council has made some progress in the shared acquisitions of expensive materials and in the exchange of information among libraries.

Thus, a sincere and continuing effort has been made, in Cleveland, to provide effective library service utilizing local resources—materials, funds, and librarians.

Judicious use of relatively small amounts of additional money for this local effort would make superior library service possible. We have long recognized the need for a full-time executive and staff for the Library Council for short and long-range planning and for the implementation of specific projects, yet we have been unable to finance this. I recommend, as a first priority, legislation providing matching federal funds for local cooperative networks.

The Cleveland Public Library, one of the nation's great cultural resources, along with other large public research libraries, should be provided with special assistance, not only to maintain and strengthen its collections, but to enable it to make its resources available throughout the state and nation. I recommend legislation declaring the research library of the Cleveland Public Library a national resource making federal funds available for its support. Such legislation might well mandate that its bibliographical records become a part of the machine-readable data base of the Ohio College Library Center, and should encourage the physical transfer on loan of specialized materials for academic library use.

The library of Cleveland State University is committed to service to the community. This can best be done by its working closely with all types of libraries to make the total resources of the community available to all who need them. Although planning for state and national networks must go forward, I believe immediate support to local efforts is the first priority.

WILLIAM B. HOPKINS
Director of Education

Minnesota Society for Crippled Children and Adults, Inc.
Minneapolis, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you very much for affording us the opportunity to express our views to your Commission relative to providing library services to the homebound and physically disabled public.

First, libraries have been just as guilty as all other segments of our society in denying to the physically handicapped and elderly access to the physical property through the incorporation of "architectural barriers" in the building design. There is no way that a wheelchair can climb steps or enter a conventional toilet compartment. In effect, we have been saying to the handicapped, "keep out!" This problem is being solved in Minnesota through modification of existing libraries and barrier-free construction of new facilities. This is being accomplished through state statute and rigid, sympathetic enforcement by Hannis Smith, Director, Office of Public Libraries and Interlibrary Cooperation, State Department of Education.

Second, we feel that all librarians should, by some means, be made aware that there are innumerable homebound people who could and would make good use of library facilities if given the opportunity. This means that the homebound in the community would have to be identified and a system set up to bring library services to them. The services could be provided through the mails, periodic visitation, or perhaps a modification of the bookmobile system or an entirely new system. The need for serving the homebound in rural areas is especially acute for obvious reasons.

Third, after identification of the homebound, we should make them aware of the assistive reading devices that are available to them under Title IV B of the Library Services and Construction Act.

These are the basic problems in providing library services to the physically disabled, homebound and elderly as we see them. The solutions will not be come by easily but we are confident that they will come. Thank you again for affording us this opportunity.

RALPH H. HOPP
Director of Libraries

University of Minnesota
Minneapolis, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I appreciate the opportunity to provide testimony to the National Commission. By way of background I should identify myself as Director of the largest library resource in Minnesota, the University of Minnesota Libraries. We have over 3 million volumes in our library and represent an almost unique situation in the United States in that we are the only major university in the state. As a consequence the University's library resources represent the key research resource for the whole state. It is from this vantage point that I wish to relate our experience here in Minnesota as to the need to establish, by national policy, methods by which the citizens of each state can gain access to the information that they need, for whatever purpose.

As the result of a two-year experimental program conducted at the University of Minnesota Libraries, through which the University Library shared its resources with the academic and public libraries of the state, it was concluded that such service could be provided in an expeditious way, at reasonably modest cost, without serious impairment to the service of the University Library to its prime users — the faculty and students of the University. As a consequence of the findings of this experimental project the State Legislature funded the MINITEX (Minnesota Interlibrary Teletype Exchange) program at $300,000 for the biennium 1971-73. These funds permitted the University Library to provide expedited loans or photocopies to the out-state four-year academic institutions, most of the junior colleges of the state, and, with federal LSCA Title III funds and matching state funds, 10 regional public library resource centers. Through mutual arrangement the program was extended on a quid pro quo basis with the seven private college libraries within the Twin Cities metropolitan area and the large metropolitan public library systems, both city and county. We have, in effect, an incipient network established as a consequence of this program. There are many facets to this service which I think bear further study by the National Commission as a prototype of what might be accomplished in other states.

I cite the MINITEX experience here in Minnesota as an example or a prototype which the National Commission may want to consider in broader terms. My suggestion for consideration by the National Commission would be that as a national policy there might be established within every state "centers of excellence" which would have as a responsibility the backup library service to all segments of the population of the state. This without a doubt would be the backbone of a national network of information and may indeed serve the need of the nation for some period of time, assuming that these "centers of excellence" would have mutual relationships.

Whereas the MINITEX program is modestly funded and even with such funds as are available it provides a high level of performance, I think it should be recognized that in any "cooperative" arrangement the large library that serves as the resource library makes a healthy contribution to the program. I would not be willing to estimate at this moment what the contribution of the University of Minnesota is to the MINITEX program. The University, of course, reaps certain goodwill benefits from this service, but it probably would not be too far out an estimate to assume that the University's contribution at least equals that of the other funds coming from the state and federal governments.

In my opinion, one of the major efforts of the National Commission, and an area in which it can make significant contribution, would be that of interlibrary networks. Frankly, I am less enthusiastic about national networks than I am state networks. We already have a national interlibrary loan network which functions and can continue to function in backup support for major research libraries. One only has to look at the relative proportion of service we provide here at the University of Minnesota to off-campus users to realize that the big need is within our state, rather than national. For example, we are fast reaching the point when we will be providing loans or photocopies of at least 100,000 items per year to our state constituency. Over the years our interlibrary loan activity in loaning to other institutions has rarely gone beyond 10-12,000 items per year. Therefore, the ratio will soon become 10 to 1, I am sure. Needless to say, with that volume of business to out-state people, the MINITEX program is getting a lot of attention here in Minnesota from all sectors.

If you should like additional testimony on our experience with the MINITEX program and what we regard as implications of the program for the future, my colleagues and I will be glad to correspond with you further. Thank you for the opportunity to present this testimony for your consideration.

WILLIAM A. HORNER*
President

Southwest Iowa Learning Resources Center
Red Oak, Iowa

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

My comments will center mainly around the potential of the public library in rural America, although many of the aspects of the public library program that will be outlined could function in an urban setting. I will focus upon the potential force that the public library may exert upon its community.

All too often articles and papers concerning the future of libraries are so esoteric as to frighten librarians away from change rather than urge them toward change. Change must come slowly and methodically, without any noticeable departure from traditional library policies; i.e., serving people with learning materials and providing a cultural input into the life of the community in whatever way fits that community.

The Southwest Iowa Learning Resources Center is not a "public library" per se. Funded under Title III, E.S.E.A., in 1966, the Learning Center was commissioned to provide learning materials to teachers in twenty-two school districts while eliminating all "red tape" usually connected with obtaining such materials. Films, filmstrips, tape recordings, study kits, flat pictures, books, and other materials are delivered to each school building in the eight-county area every day. A WATS telephone line is utilized to call each building every day and confirm the materials order instantly. Utilization of the learning materials has been phenomenal. We have learned that the right materials made accessible at the right moment allow the teachers to make maximum use of them to improve the learning climate. When federal funds were exhausted in 1969, county boards of education and local school districts combined to fund the operation at the rate of $8.00 per pupil. Since that time, with the help of funds from other sources, in addition to local tax dollars, new and experimental programs have been possible through the Learning Resources Center. Enclosed is a brochure capsulizing each of the programs of the Learning Resources Center.

Cable TV is becoming a reality in Southwest Iowa, as well. It appears the Learning Resources Center will be an origination point for local programming for 6-8 communities in the area.

The critical need of the typical rural public library is one of logistical support. By that, I mean training sessions for librarians and library boards in the use and acquisition of the new media; utilization of space for related "mediated" activities (arts — crafts, drama, film showings); and ways in which to solicit and organize active community support in library programs. The logistical support can also come in the form of a regional supportive agency (such as the Southwest Iowa Learning Resources Center) which is in a position to solicit help from other organizations and agencies to participate in library programs. One of the Learning Resources Center programs, Lifelong Learning, provides 16mm film to nursing homes and county homes in an eighteen-county area. Such related materials as large print books, cassette tapes, art prints, and traveling realia could then come from local libraries. With a central catalog of all libraries, resources could be brought to bear from a large area to serve in an area of great need. With high speed tape duplicating equipment, cassette tape libraries can be initiated for a very small amount of money to begin a collection of non-print materials that can grow. Such other events as photography clubs, film making groups, graphics classes, etc., are low budget easy-to-operate programs that do not require additional staff.

Key to meaningful change in public libraries is the availability of a media support center. Not only does the support center provide the in-service training and organization of materials, but most importantly, acts as a catalyst for other agencies to become a participating force in the library program of the community. Nursing homes, law enforcement agencies, hospitals, churches, city governments and schools all have basic common needs that a library can and should provide. It is my belief that the library is the only logical agency in the community to provide learning materials and supportive programs to its population. The sooner these programs become reality, the sooner the quality of life in rural areas will improve. With the many advantages rural life has to offer, certainly the cultural and educational programs are its "soft spot." Libraries can meet this need.

MICHAEL J. HOWLETT*
State Auditor
State of Illinois

Democratic Candidate for Secretary of State

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The state of Illinois is unique, as you know, in that the Secretary of State also fulfills the function of State Librarian.

This puts an enormous burden on the Secretary of State in that his job does not only consist of what many people think of it as — issuing driver's licenses and license plates — but makes him responsible for libraries on a very broad basis.

The state of Illinois has without any question one of the best library systems in the country under the current leadership of Al Trezza, but I believe the objective of State Libraries should be to expand the informational and library services of the state to its residents on as broad a basis as possible.

The state now grants money to local libraries for books and for general reference service. One of the things I think should be done is that Illinois residents should be given a third service and that is in being a resource to answer citizen's questions about government.

Illinois state government spends huge sums for informational service, but the State Informational Service assembles and distributes information initiated by the agency. There is no central place where a citizen can go and find out what he wants to know about what his state government is doing, or for that matter, local government. State government should supply in cooperation with county and local government a central place where a citizen can call and find out what he wants to know and that they should provide an informational service to give the people information they want rather than what the state government wants them to have.

The natural place for anyone to go for information is the nearest public library. Hopefully, no one is mad at librarians. I think it is significant that when acres of buildings were burnt to the ground in Chicago in the frustration and the rioting after the death of Martin Luther King, two branch libraries were left without so much as a broken window.

I believe that it is incumbent upon the Secretary of State to help local libraries expand their service when it includes state government information.

In addition to that, there is the all important area which I believe has been neglected too long of interstate library cooperation. There is an enormous amount of intrastate cooperation in Illinois on a regional basis, but there is not enough interstate cooperation and I think that this is one area which must be given a great deal of additional interest. For example, in the St. Louis area there should be more cooperation between Missouri and Illinois because of its central location. In the amount of resource available in Illinois, this interstate idea should be carried forth between all adjoining states, so there can be information available to citizens, scholars and others who need information on a very broad level.

The National Commission on Libraries and Science has taken some steps toward what I consider also to be an important area and that is identifying our public who is using libraries and why are they using them and why are people not using libraries. These are the things we must know which, unfortunately, we do not know enough about.

How can libraries get more funds? How can libraries develop new funding sources? As State Auditor today, I am responsible for some of the funding of libraries which goes through my office. This is money which comes out of state, but should libraries be supported by state government, or should they in fact be supported entirely by local government. I am not suggesting either, but what I am saying is that funding of libraries and information centers of all kinds should be looked at very carefully so that we can see where the funds are coming from and where libraries can develop new sources to serve more people.

State government has an important and meaningful affect on citizens of Illinois. Every facility which is run by the state should have in it the direct function to provide information for people, not simply to issue those driver licenses, not simply to record stock transfers, not simply to register documents, but to be sure that all of the people have the information they need to operate in a more complex society.

Thank you Mr. Chairman.

BARBARA L. HUGHES*
President

Minnesota Library Trustee Association
Fridley, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to present an opinion about needs in libraries and information science. I shall try to convey some of my observations based on my experience as a suburban library trustee and as president of the Minnesota Library Trustee Association.

An informed electorate is essential to our democratic form of government — certainly this is the major reason for the involvement of government in education: our public schools and public libraries.

Unfortunately I see no uniform commitment by the general public or local officials to supporting libraries. More often than not, it appears officials treat libraries as a much desired amenity for the community — not an essential service.

Improvement in this situation has been most notable since 1958 with federal involvement through Library Services and Construction Act. So it is that I fully support the leadership role of the federal government *in collaboration with* state and local governments and private agencies to provide adequate library and informational services to meet needs of the American people. The statement of a national policy on libraries will clarify the role of libraries and focus attention on their needs.

Let me now mention some of the needs of Minnesota libraries as I have observed them. We need most to:

1) provide normal library service in *some* of the state and provide the full range of informational services in *much* of it
2) maintain major library centers and create a balance of resources throughout the state
3) start, continue and enhance efforts of inter-library cooperation
4) provide adequate buildings
5) introduce and implement new technology
6) strengthen state agency in its leadership role to provide adequate library service to all Minnesotans
7) provide more in-service training for librarians and trustees.

Many of these needs can be met with the allocation of more money than we currently have. We must see new and expanded sources of revenue for libraries in Minnesota. We can no longer depend upon the property tax alone for our support . . . or the major share of it.

Some areas in the state have reached statutory limits for tax levy; others have little tax base to support any governmental service. The legislature has decreed ceilings on current spending and has set strict limits to the property tax burden. I see no alternative to much expanded state and federal funding to support library service throughout the state.

It seems to me, we must see federal-state funding to develop library service in the rural areas of Minnesota currently without county or regional service. I also expect cooperative efforts in our more populated areas will falter and change without steady federal-state financial commitments. This is especially important in maintaining access to our major library centers—whether they be core city, university or large suburban units— if they are to remain healthy resources. However, support for major resource centers in Minnesota must be balanced with development of informational resources *throughout* the state.

I see no lack of intent to cooperate, no lack of desire to try new technology or new methods of service. What I do experience in my own suburban-rural county system is probably typical of most other Minnesota county and regional systems. There are severe constraints imposed on our programs and services by a lack of staff, time, but most significanctly—money. Our priorities in time, imagination and finances are channeled to meet the fairly common book-film-services programs demanded by the community. That is not to say that we do not participate in several cooperative programs or use appropriate technology. But most such projects have been initiated with state-federal funds.

Providing adequate buildings is essential, I feel, to meet our commitment for adequate information services for all people. At least five regions, serving about a third of the state's area, are operating from ancient, or overcrowded, totally inadequate buildings.

There seems to be recognition on the national library scene of the changing technology, but this fails to reach the local level in too much of Minnesota. The National Commission, I would hope, could encourage and support projects to further the developing technology. In order to satisfy the library user with information he wants, when he wants it, there is a need for libraries to tie-in to community information systems utilizing the most sophisticated media available: telephone, TWX, cable television, lasar or whatever.

Especially in cable television systems, national leadership is needed to study, test, and if appropriate, to coordinate hardware development suitable for library use. This would seem to need cooperation of other institutions desiring the same capability (post office, newspapers, publishers, others needing print-out capability, for instance) so the processes and hardware would be economically feasible. I also would hope the national interest would be best served by a policy on copyright that would allow free or inexpensive use of the most sophisticated media available.

Finally, strengthening the state agency in Minnesota and providing in-service training for library people is appropriate to make any of the other objectives truly effective.

There are some very marvelous, forward-looking cooperative projects in Minnesota. There is interest and utilization of mechanization in state libraries. But what I see can and is being done in some areas, and what needs doing in other regions, leaves many Minnesotans without library informational services adequate to their needs.

I am grateful for the attention to library-informational science problems by the National Commission and hopeful for the solution to our fiscal and technological problems.

ANNE IZARD
President

Children's Services Division
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am so glad that you have invited Miss Ruth Tarbox, our Executive Secretary, to present testimony in your hearing in Chicago, September 27. Her letter to you expresses concisely our Division's primary concerns about library services to children in the 70s. She and I both thought you might be interested in an analysis I did of the position of children's librarians in the 70s a year ago. We believe it is still valid. I am enclosing a copy hoping you will be interested.

Children's librarians in public libraries hold a position in the '70s that is perhaps unique in history. They are being declared a species extinct in their own time. Other extinct species like the dodo and the auk followed the old tradition of quietly disappearing before being labeled extinct. Children's librarians, on the other hand, are still living and breathing—or giving a reasonable facsimile of such behavior—and yet on every hand the powers that move over the land—administrators of large public libraries, commissioner's committees of Empire States—have spoken out in ringing tones that they are not needed. This is not because children's librarians have not done their work well. In spite of certain administrators who have made slighting remarks about their libraries not being able to do proper adult and business services because of the money devoted to playing around with puppet shows, etc., many eminent librarians and researchers have reported to the contrary. In the mid-'40s Robert Leigh's *Public Library Inquiry* stated, "Public library service to children is an impressive achievement. Library schools and libraries have developed children's librarians of great skill and personal effectiveness—not only are the children's librarians expert but also in the community they are recognized as such. These children's rooms and children's librarians have been the classic success in the public library."[1] In the late '60s Lowell Martin, in his Enoch Pratt study, made it very clear that the standard had not fallen, that the quality was still there. I quote in full his description of the service as well as his evaluation to define our terms, for I believe his thumbnail condensation underscores some of its most important aspects.

The notable success in the public library has been children's service. This did not develop from observing which children came to the library and then determining what they wanted to read. On the contrary, a purpose was first established, that of introducing children to the best of literature for their age level. Staff members dedicated to this purpose and trained for this group were then hired, appropriate reading materials were acquired, and methods of stimulating and guiding reading were adopted. The children's collections were made up more of what patrons requested. Selection for children was done not by the standard of popularity but of quality. In time the children's librarians themselves have come to influence what constitute the most popular juvenile titles. Methods also have been fashioned to the purpose, with the story hour one of the distinctive educational devices contributed by the public library. It is interesting to note the response to this program, particularly because it was not based on reader demand alone. Conceivably, the high standard of children's services of the public library might have been ignored for reasons no more complex than that children prefer to play in the street or sit before the television set than to read what some remote adults called librarians consider to be "good books." Many a

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This paper first presented at the Wisconsin Library Association, was prepared before the publication of Position Paper No. 8, *Library Service, A Statement of Policy and Proposed Action* by the Regents of the University of the State of New York.

[1] Robert Leigh, *The Public Library in the United States: The General Report of the Public Library Inquiry* (New York: Columbia University Press, 1950).

noble program that ought to get response has shriveled up before public indifference. Yet public libraries today have a decidedly larger portion of the children than of adults as regular readers. The program, though developed years ago, still has full vitality. It works in the slum as well as in the suburb. And in the public mind it is thought of as one of the most natural and significant activities of the public library.[2]

This is not a children's librarian talking about her job but an administrator and educator of recognized stature. With this kind of recognition and approval the next logical question is why are people saying now that schools should do the whole job, and public libraries should bow out?

Isn't one possible reason just because children's librarians have done their job so well? Children's librarians have shown what library service to children can mean when developed fully so that library service even to elementary children has finally been recognized as an essential and important part of every child's education. Almost everyone is now convinced that the media center should be the heart of the school and the resource center for teachers, parents, and administrators as well as the children themselves. The public library children's librarian has always been one of the chief advocates of the school library. The pamphlet the Westchester (New York) Library System produced jointly with the schools five years ago was called *Partners in Progress*. We were all that, and we've done our job well. So well, they now tell us, that we are no longer needed, because, you see, money is tight. There's never been enough money to go around for the worthwhile projects of education, so we must be realistic and eliminate any competition for the tax dollars for library service to children. In our great country we can duplicate cars on the market or toothpastes but we cannot take two chances at getting a child hooked on reading. With the education of our children and their indoctrination in the use of libraries, we will put all our eggs in one basket. "We choose the school" say the administrators, "because that's where all the children are for at least a large percentage of their waking hours." And this comes just at a period when schools in many places are under fire about the number of children who can't read.

This complete take-over and shifting of responsibility for library service to children is not going to happen immediately, for it is recommended that the national standards for school libraries must first be met, and it is only these media centers that can take over the dual job. This, of course, means increased hours of service (late afternoons, evenings, weekends, and summer) in addition to increased staff and materials and of course some new buildings with access from the street. We are assured it will not mean less money for the public library services will be used to expand services to young adults.

This kind of reasoning suggests a transition period of indefinite length. Lowell Martin in the Chicago report, *Library Response to Urban Change*, is specific about this. He underscores the need for increased services to children in the transition period, saying that the children of Chicago would be hurt by any cutback at this time, planned or unplanned, in public library services to children. So we may be safe in calling the '70s, which concern us, the transition time. Call it what you will—the *Swan Song of Children's Services in Public Libraries, The Transition to Total Children's Library Service*, or *The Coming of Complete Community Coordination of Budgets and Programs for Library Services*—this is the decade of the '70s as children's librarians must face it, and we are already almost finished with the first year!

I believe it is no time to name the decade our swan song, and spend our time moaning about the rosy past and the leaders who are no longer here to lead the way. Some administrators have encountered such sentimentalists and tend to think of children's librarians only in these terms. But let me remind you that the leaders we remember sentimentally were great because they were realistic and forged ahead into the future. They were ready to meet their administrators and the times in which they lived with hard facts and realistic plans. They knew how to make budgets work and their plans and projections were proven correct. Their standards were high and they never lost sight of their ultimate goal—service to the child. This is no time for a parochial preservation of the past nor is it the season for children's librarians to sing a duet with the school librarian, "*Anything you can do I can do better*". It is, instead, a time for taking stock of what we are, what we believe in, and how we can further the cause of total community library service by insisting and proving that the things we believe in and have supported in public library service to children are vital to the whole community.

What do we believe? Because of our local autonomy and the fact we are responsible to a whole community, we have made successful fights against censorship. Children's librarians know, and have proved, the *Library Bill of Rights* is important. We also believe in the breadth of a public library's collection as being important in a child's education. The child should have a broad range of materials on every subject from which to browse and choose, and we are today finding ways of integrating nonfiction collections. We are also today going beyond our buildings to find all the people where they are, recognizing the importance of reaching beyond our walls to the unserved and finding out how and where we can best serve them. We are making books a natural part of Day Care centers, political headquarters, and social clubs, and are seeing proved again and again before our eyes the efficiency of serving a whole family in one place. This makes sense to us for we never lose sight of the child as a person. These things we believe.

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[2] Lowell A. Martin, *Baltimore Reaches Out Library Services to the Disadvantaged* (Enoch Pratt, 1967), pp. 17-18.

Children's librarians are not so different in our ideals from the school librarians. Let's admit it. The school library standards make the important point that the "school library . . . goes beyond the requirements of the instructional program and unfolds for the many private guests of children and young people the imagination of mankind." John Rowell, AASL's immediate past president, expanded this concept in an article to emphasize that "school librarians have known they must speak to the personal concerns, reflections, imaginations, and unstructured human development of individual young people and not to just take such practical matters as passing tests, getting into college, or getting a job."[3]

This is our language, which we taught school librarians in the years when there was no such breed. The school librarians are dedicated to serving the whole child, for who can divide a child into a curriculum student and an individual searching for "his own thing"? With a national effort being made now across the country to unite all agencies in an effort to assure everyone will read by the 1980s, everyone must unite to see that communities are flooded with materials to meet individual needs and also provide stimuli to motivate the nonreader to read for a change.

It would be just as foolish to fight school librarians and public library administrators who would do away with children's services as it would be for children's librarians to quietly abdicate and disappear into the past. I suggest that children's librarians assume a much harder role and I challenge them to speak out loud and clear in advocacy of it. This period of transition is our one chance to be heard and to take center stage to prove there is a way that will work out for total quality service. It is our opportunity to write into children's library service the qualities that are important to us. What does it matter what one calls the institution so long as it provides *full* service: the right book to the right child at the right time. This primary philosophy is all important. However there is no simple formula or method that can be slapped on the whole profession and all communities of varying sizes as the final answer. A simplistic answer to a complicated and involved problem just does not exist. This, to me, is the basic mistake of the New York *Commissioner's Committee Report.* Instead of eliminating public library service to children, shouldn't total community coordination of planning and budget have been recommended—including city administrators, public library administrators, school administrators, school librarians, and public librarians serving children? A planning committee of this nature could analyze the strengths and weaknesses of library service to children in both agencies and list the community assets in terms of staff, materials, and equipment realistically. From this information, they could plan the future by coordinating the funds available and setting goals for step-by-step progress to the ideal of total community library service to children. The integration of staff, space, and materials makes more sense than an automatic scrapping of either library agency. In some communities, the school library may already be the only library agency that is providing more than token service to the children. In other communities, the public library often has the leadership with only token service developing in the schools. In still other communities, library services in both agencies are well developed, and it is here that the coordination of service has a real chance to reach the goal of total community service. The "saturation level" is just what Mary Gaver has maintained is the ideal of both school and public children's librarians, and it is possible where there is total community planning and support of media centers. With such coordinated budgets, many towns may develop educational park concepts and really be able to integrate all institutions in one complex for better service to all. Certainly urban renewal agencies and community planners should be alerted to your concern that this happen, and the public should be aroused to demand it for the greater use of the limited tax dollar.

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[3] John Rowell, "Crossroads," *School Library Journal* (December 1969), p. 21.

Cooperation has been talked about for years and there have been spurts of it hither and yon, but changing that word to *coordination* puts teeth into the consolidation of children's services. It has, furthermore, already been tried successfully. In Montgomery County, Maryland, school and public libraries have done more than one such experiment with summer programming, book lists, and use of children's librarians as literature specialists in the schools, but it has been on an individual project basis. In Westchester County an LSCA project has been proposed this next year. In one community the school and public libraries will combine forces to identify a gap in community service, and both will contribute money to fill it as a demonstration that such coordination will work. Louisville, Kentucky, has become years ahead of most public libraries by making its library the media center for the town and school system.

This decade is really *the time for coordinated service.* I don't imagine for one moment, however, that children's librarians who convince their directors and city administrators of the need for this coordinated planning are going to find courses in library schools ready to train them in Community Planning; outreach to the total community and coordination of funds to leave everyone happy, or the educational park in the planning stage and the library's part in it. Life in library school is not like that! However, at this time we should be able to count on a curriculum that includes all the things Sara Fenwick has so ably defended in her *School Library Jounral* article, "Variations on a Common Theme."[1]

1. *General core courses in the evaluation, organization, indexing, and reference use of major divisions of knowledge essential* to all libraries so they can function effectively as specialists in learning resources . . .

2. Courses in communications that will make all librarians . . . understand the role of libraries in the process of communication as agents of organization and diffusion of knowledge as agents for social change and cultural revolution . . .

3. Courses in system planning so all librarians will understand and be able to use the principles to implement the role of libraries in the future.

4. A special core for children's specialists (in school and public library) including:

   a. An acquaintance, through critical evaluation, with materials for children—written, recorded, and filmed; including all media tape cassettes, records, filmstrips—with stimulus toward developing new ways of using media.

   b. Knowing the aims of planning, organizing, and administering library services to children in both school and public libraries, and in special programs of service for children.

   c. Develop skill in interpreting literature in a variety of ways and modes of access, including storytelling.

   d. Develop skill in advisory services in reading, listening, and viewing for individual children, and for adults who work with children, including parents, teachers, community agency workers, etc.

In addition, time must be found for three courses that earlier may have been considered unnecessary for public library service: "(1) child development and educational psychology; (2) current research on learning theory and its implications for modes of inquiry; and (3) study of the development of language and reading skills and methods used in teaching of reading and testing."[2]

It goes without saying that in the study of children's materials the full range of print and nonprint materials must be integrated and not handled as separate entries. One of the great weaknesses in many public libraries has been a reluctance to recognize nonprint material as legitimate library material with the subsequent result that librarians have been slow to educate themselves in the field and learn how the public library can use multimedia. I believe, as well, that librarians serving in schools and public libraries should regularly participate in seminars for the purpose of interchange and discussion.

I have found that library schools are beginning to rediscover what librarians have always known. In more than one place, there is a real concern that students have in their course of study some degree of practical experience in the field while still under the direction and guidance of faculty. You could call it, I suppose, a swing back toward what in the old days we called practice work. There are new terms for it now, but however you term it there is a growing realization that librarians today are often thrust straight from school into department head status, running a department or a room on their own with little or no practical preparation. A program integrating theory with practical application interspersed through that year of graduate study makes a great deal of sense and would add depth to many of the discussion courses.

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[1] Sara Fenwick, "Variation on a Common Theme," *School Library Journal* (April 1969), pp. 57-58.

[2] *Ibid.*

Children's librarians in this transitional period must welcome innovative ideas and consider them as golden opportunities to find for ourselves and our programs not only new methods and approaches but new chances to test our basic principles of service. For those of us who are young enough and can manage a year for further study, the specialist program beyond the master's degree and before the Ph.D. is just what the doctor ordered. In a variety of schools across the country, working librarians can almost write their own tickets to fill the gaps in their knowledge and to give them a workable acquaintance with the technology for expanding education and services to young people. It can also aid the children's librarian in understanding how best to fill needs and stimulate the appreciation of the potential of books. If they cannot solve their problems, the programs can do the next best thing—stimulate children's librarians to recognize their own place in the world and their potential to make a contribution to the solution of the world's problems.

I believe in public libraries and know that public library service to children has made great contributions in the past. It seems of primary importance that we preserve this heritage at all costs so the child of the future and his family may use all libraries as a resource of pleasure and satisfaction.

FREDERICK H. JACKSON*
Director

The Committee on Institutional Cooperation
Evanston, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am happy to respond to the invitation of the National Commission on Libraries and Information Science to submit written testimony for consideration prior to the regional hearing in Chicago on September 27. I write from the point of view of one who has worked for the past twenty-five years in the academic world as a college and university teacher, a foundation officer, an administrator of a large university and president of a small university and currently as the director of the consortium of eleven large midwestern universities. In my latter capacity I have become aware of some of the problems which the major university libraries of the country face. I would like to discuss these problems in general and to dwell in particular on a promising development which may help to alleviate some of them.

As the universities of America have grown in the post-war period, their libraries have grown also. The large, Ph.D. granting universities of the country number their books in the millions and the periodicals they hold and subscribe to in the tens of thousands. Their total operating expenses run from approximately two million dollars to over nine million dollars a year. Each of these has been expanding rapidly for the past many years. So rapidly have they been growing that the chief librarian of one of the universities in the CIC group (University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Purdue University and University of Wisconsin) said not long ago that if the rate of increase continued the way it has grown in the recent past, the university would need to build a library as big as the one recently completed every seven years to handle the inflow of new books. Put another way, he said, if no new library buildings are built during the balance of the century, by the year 2000 the library would need every building on the present campus to house its books!

Clearly, neither of these alternatives is going to happen, and the only other possibility is that the rate of increase of library growth will slow down in the years ahead. Indeed, some of our libraries have already slowed down their acquisitions substantially. The chief librarian of another university in the group with which I am associated said that over the past five years his total budget has been relatively stationary while the cost of operating the library and the cost of purchasing new books and periodicals have steadily risen during this period. As a result, he is now able to add less than half the number of new books to the collection that he was able to add five years ago.

These illustrations indicate something of the problems the large research oriented university libraries of the country are facing. Each has tried to meet the needs of faculties and students which have expanded rapidly during the past generation. They have added collections to take care of burgeoning new areas of study which have emerged during this period. The director of another of our libraries told me that to meet the needs of an important language and area study field which this university has developed intensively during the post-war period, there are seventeen people in the library ordering books and periodicals in several languages and processing them when they arrive.

The relative affluence of the universities and ever expanding budgets during the past two decades have made it possible for the libraries to grow as they have. It is clear that we have entered a new era as far as the support of higher education in this country is concerned. Virtually every college or university has been beset by financial difficulties, and there is every indication that these will continue well along into the 70s. It is clear that some of the practices of the 1950s and '60s cannot be continued. Change is being considered, and changes are taking place at the present time.

What can be done to help the universities economize in their library operations? A number of things suggest themselves. Libraries can agree that no single library can acquire everything, and a certain amount of specilization can be instituted. Highly specialized collections—works on Africa, on Asia, on highly specialized fields in the sciences—need not be duplicated even in large universities. In such fields increased use of interlibrary loans must be made, in my judgment. But the interlibrary loan system should be considerably improved over what it is at the present time. As universities cut down on their purchases in certain fields, they should at the same time put more resources into building up the quality of their interlibrary loan service. Adequate personnel should be employed so that requests to other libraries do not stack up waiting to be typed and sent. Airmail or even teletype might well be used to expedite interlibrary loan service and finally, a substantial public information program should be undertaken to persuade faculty to make use of the improved interlibrary loan program.

The area which has particularly impressed me as being one in which both greater economy and efficiency can be achieved is the area of periodicals. Large university libraries subscribe to tens of thousands of these. The largest of the libraries in our group has in excess of fifty thousand periodicals in its stacks. Some major university libraries spend more than 50 percent of their new book purchase funds each year on periodicals. In some fields—such as some sciences—the vast majority of the literature is in journals rather than in books.

In recent years a number of studies of the use of periodicals have been made. These are unanimous in their conclusion that most periodicals are not used very much. A great many are never opened once they have been placed on the shelf. These studies indicate that perhaps 70 to 80 percent (give or take 10 percent) of all the periodicals in large university libraries fall into the little or never used categories. If these figures are correct—and there is no reason to believe that they are not—very substantial sums could be saved if libraries dropped their subscriptions to, say, half of the journals they now subscribe to and use a central source instead for copies of those they no longer subscribe to. One copy of a little used periodical could serve the needs of scholars in the 200 largest universities in the country.

No such central library or service exists at the present time in the United States, but there is a prototype in Great Britian. This is the National Lending Library of Science and Technology located at Boston Spa in Yorkshire. This library is a national library that serves the needs of not only the universities but of the business and industrial libraries and indeed the needs of anyone in the United Kingdom (and many abroad as well) who cares to make use of its facilities. The NLL started out as a scientific and technological library. It is spreading into other fields, particularly the social sciences. Its collection numbers some 35,000 journals. It offers rapid service; usually an order is filled within twenty-four hours. It is a government library, and most of the cost of operating it comes from the taxpayers. A measure of its success may be gained from the statistic that after approximately ten years of operation, it handled in 1970 more than one million transactions during a single calendar year. The NLL operates the way I envisage a large American mail order warehouse as operating. The orders come in and are opened. They are placed on moving baskets which go through the entire facility and drop off their papers where they are told to by the person who puts the papers in the basket originally. An order for a Russian journal of chemistry, for example, finds its way in a basket to the section where such journals are stored. A clerk reads the order, takes the journal off the shelf, puts them both in another basket and sends them on their way either to a photocopy machine or to the outgoing mail. The day I visited the National Lending Library I saw copies of journal articles going to universities and to business corporations in the United States. Apparently they found they could get them quicker from England than from any source in this country.

The waste in the present American system of every university subscribing to thousands of little used periodicals plus the example of a successful, central periodical library in England led me to ponder how we could do something similar in this country. I asked this question of a number of university librarians and librarians of large public libraries in the midwest and in the east. There was substantial sentiment among the people I talked to for a central periodical library. In a few cases they thought there should be several regional periodical libraries, but the predominant view was that a well managed central library would in all probability be sufficient to handle the volume of requests for little used periodicals. The fields of medicine and agriculture, broadly conceived, could be eliminated from plans because of the existence of the National

Library of Medicines and the National Library of Agriculture, both of which have large periodical collections and either could or do make copies available to interested users.

In talking with individuals about how a national periodical bank could be established in this country, I asked whether there were already existing organizations which might take this activity on as an added service. Only two organizations were mentioned, the Library of Congress and the Center for Research Libraries in Chicago. I was cautioned that the former is already overburdened and so did not investigate the possibility of the Library of Congress becoming the national periodical bank. The Center for Research Libraries, located near excellent air transportation to other parts of the country, is, at least theoretically, excellently situated to establish a periodical library. O'Hare Airport is the busiest in the world, and more planes fly to more points in the United States from it each day than from any other airport in the country. In talking with the director of the Center for Research Libraries I learned that he, too, had thought of the possibility of the Center developing a periodical library. Indeed, he had conducted one of the studies which indicated the low usage of great numbers of periodicals in large university libraries. All of the universities which are members of the Committee on Institutional Cooperation are also members of the Center for Research Libraries. It was, therefore, relatively easy to convince the presidents of the universities in my group and the members of my board that it made good sense to work through the Center for Research Libraries in projecting a regional or national periodical library. In January of 1972 the nationwide membership of the Center for Research Libraries made the decision to proceed with the establishment of a periodical library, and these plans are currently being implemented.

Whether the Center for Research Libraries eventually becomes *the* national periodical library for the United States remains to be seen. It does not have the backlog of tens of thousands of periodicals which some other libraries have. On the other hand, it is located in the most appropriate city geographically, and it has the interest and the will to develop a periodical library. If it is finally decided that there should be more than one such library in this large and diverse country, perhaps the Center for Research Libraries will be the periodical center for the middle west. Possibly the great periodical collection of the New York Public Library might be the nucleus of a similar center in the East, and others might develop on the West Coast and in the South. As I indicated earlier, opinion is divided as to whether one or several centers are needed. I am inclined to think that for the little used periodicals one center is all that [illegible] needed. The experience of the British National Lending Library, which indicates that a large percentage of its collection is very little used, would seem to bear out this conclusion.

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STATEMENT

**Prepared for the
National Commission on Libraries and Information Science**

Illness has prevented my meeting your September deadline, but I hope my remarks concerning the future trends and problems of school libraries may still serve a useful purpose.

During the past twenty-five years we have seen the school library change from a quiet depository for a relatively small collection of books, pamphlets, periodicals, clippings and pictures to a learning laboratory, buzzing with activity and equipped with large collections of carefully selected media. Certainly the media listed above form an important part of any current collection but included also are films, filmstrips, tape and disc recordings, art prints, relia, programmed instruction—any medium that may be used for learning as well as any technology needed to utilize materials.

A good library/media center is more than a storehouse for materials and equipment. It is a learning laboratory administered by thoroughly trained teachers who have specialized in library science and educational technology. This administrative staff is supported by paraprofessionals, clerical assistants and technicians.

The change in the composition and function of the school library has been rapid compared to educational change in general. Many problems exist which hinder the progress and efficient functioning of the school library/media center. Because of the unique function of the school library/media center, these problems affect the education of every child:

1. Many elementary schools have no library/media centers.
2. Many schools both elementary and secondary —have poorly equipped and understaffed library media/media centers.
3. The school library/media center concept is seldom included in classroom teacher or school administrator training programs. Consequently, the library/media center program cannot be implemented fully.
4. Understaffing of the library/media center is presently a very common problem; all indicators point to an increase in the seriousness of this situation.
   a. Many school library/media centers are administered by clerical or volunteer personnel. (A school library media specialist needs to be competent as a classroom teacher and, in addition, have thorough knowledge of library science, including communication technology.)
   b. Since most administrators haven't been made aware of the modern media center concept in their academic training, they do not place proper staffing of the center high on their priority list.
   c. Teachers who are interested in specializing in this area are reluctant to do so when they see the practice of hiring nonprofessionals in school library/media centers, especially where serious financial problems exist.
5. In many schools a traditional library and a classroom audiovisual program still exist.
6. Good faculty in-service training programs are almost nonexistent.
7. Many schools have inadequate quarters.
8. Many schools have inadequate collections.
   a. When administrators and faculty do not recognize the value and advantages of a good media center program, they do not provide for the acquisition of a carefully-selected, up-to-date collection.
   b. With the rapid increase in the amount of knowledge, collections soon become outdated unless funds and staff knowledgeable in selection of materials are provided.
9. All problems related to school media centers will become even more serious unless well-planned solutions are implemented in the very near future because of current trends affecting them.

Among the trends affecting school library/media centers, the following are significant:

1. The increase in individualized instruction and independent study at all levels of instruction. (Such programs require larger quarters, larger staff, more equipment, and more extensive collections.)
2. Schools are being used more as community centers. This will increase demands on all services of the school library/media center.
3. Better training for administrators and faculty, improved programs of in-service training and the influence of demonstration programs will cause the school library/media center to continue to develop as a learning laboratory equipped with all types of instructional media and technology.
4. The use of technology in education will increase as current forms are improved and new ones are devised. (This will increase the need for more financial resources.)
5. The individual school library/media center will be unable to provide all the information and technology needed by its users; therefore, cooperation among information centers will be essential. This may develop in the form of networks, and regional and national resource centers.
6. More programs for early childhood education including services to parents of young children will develop.
7. Faster, more efficient information acquisition, processing and dissemination will be developed.
8. Expertise in the selection of materials will increase in importance as the demand for volume and unit costs increase.
9. Operating costs will continue to soar, particularly in the area of technology.
10. The library/media staff will need to be larger and more diversified in specialization.

Thank you for this opportunity to comment on the present situation and possible future trends in the school library/media center program.

CLARA S. JONES
Director

Detroit Public Library
Detroit, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I read your letter with great interest because of the importance of the Commission's coming regional hearing. I will respond in the area suggested in your sentence, "We are particularly interested in your assessment of the problems involved in developing new outreach and service programs in the metropolitan public libraries". I believe I am on firm ground in saying that the public library is the most immediately threatened of all. However, my strongly held conviction is that the financial threat is not greater than the increasingly sharp challenge to the essentiality of public library services, *as presently constructed*. Urban university libraries are a threat to the central or main public library; school libraries, beginning to assess their potential, are asking of branch public libraries, "Are we duplicating each other?"; city budget directors watch downward spiraling circulation figures, take note, and place public libraries lower and lower on their list of priorities.

Deep concern has led me to seek funds from a local foundation to call a conference of directors of large public libraries for the purpose of facing squarely this life-or-death nationwide problem of relevancy and effectiveness of the public library program. (This is not an announcement because I am only in the process of preparing a proposal.) "The problem" is by no means confined to the inner city. There is no place for librarians to seek comfort except in intensive, concerted exploration leading to immediate, meaningful action. There is no need, and no time left for more surveys or studies. Never before has the public library had to justify its very existence, and mere arguments are of no avail.

I am enclosing, first, a copy of the proposal mentioned above because it expresses my assessment of the subject I agreed to discuss. Secondly, every public library director has many dreams and pet projects. I have my share, which I won't inflict on you in any quantity, but I will submit two. One is a statment of our plans for developing "Community Information Centers", and the other is a small project dealing with lost books and lost patrons.

Both are "structural changes," the first an important one, the second, a very modest sample.

I hope my observations serve your purpose in some way.

Neighborhood Information Centers
(Information and Referral Service)

Public libraries in this country have enjoyed a long and distinguished history as "universities of the people". The Detroit Public Library, has been a leader in this area in the past. It has provided, under democratic mandate, a service for the entire community that required a great range in materials and a diversity of adaptations of fundamental information. It has engaged in multidimentional/multiservice activities that underscore their record of supplying this information: the lending of books, phonograph records, films, etc., for institutional and home use; free access to shelves; cheerful and homelike library buildings; children's room; adult and young adult rooms; space for educational gatherings and community meetings; interlibrary and intra-library loans; reader's advisory services; expansion of branch library systems; specialized reference collections; bookmobiles; storefront book collections; and adult education programs, to name a few. The Detroit Public Library has built enormous collections that cannot be duplicated by suburban libraries. These collections are now used by citizens, organizations, and companies who have moved (in the majority) outside the city limits of Detroit.

In addition to fulfilling continuing demands of the metropolitan area, for research materials, the Detroit Public Library must adjust to the current needs of new residents of the city in all their diversity, and in particular to those needs more basic than "research". Our era is one of rapidly mounting community needs. Our cities are facing pervasive changes in the social order, with poverty and deprivation in the midst of our growing national affluence, with consequent increases in the number of persons requiring financial aid and a wide variety of specialized health, education, social, and related services. The old, the under-educated, and the underprivileged have become the legacy of the city in a time of regional expansion. The question is no longer should these problems be solved, but how best can they be solved. No one agency, or any one profession for that matter, can hope to solve all these social problems; the problems are interrelated and call for action on a wide front. What part will the Detroit Public Library play in this area?

The answer, to quote Lowell Martin, "is not to remake our libraries into something other than libraries . . . but rather to take the inherent strength of a library, as a resource center with materials for self-realization, and relate it to the multifarious interests of a society that is re-examing itself". Library strength lies in locating, indexing, arranging, and disseminating information. Most of this information has traditionally been in book form, but the Detroit Public Library has at various times undertaken "community information center" type activities. Its "War Information Center", for example, during World War II, served the practical needs of citizens whose lives were drastically affected by the wartime economy and the war itself. There has been a recent change in the type of demand made on our information stores. The information needs of today's city residents are oriented, to a large degree, toward basic human services that deal with the problems of living and "coping" in a complex world. These services have not been identified and indexed in deth; nor have they been compiled in one central agency. Information and materials about services, public and nonpublic, is fragmented, widely scattered, and in some cases almost unobtainable. New services develop continually. The Detroit Public Library must use its expertise, its skills, its trained staff to be an information searching organization, dependent not only upon its own accumulated print resources, but upon its ability to search outside its walls, for "non-book" information as well, to provide a single information tool available to the public.

The Detroit Public Library is in the process of establishing an Information and Referral Service, a specialized center that is ready to be developed into a network for the routine acquisitions and retrieval of current information about community services, resources, and activities. The library has interacted with existing governmental (city, state, federal) and community resources to coordinate information on their special interest programs on a regular and continuing basis. *The Detroit Public Library should be the first point of reference for any inquiry from city residents as a means of securing direction through the maze of agencies and organizations. It will not replace existing resources, but rather will develop the climate, the psychological trust and mutual respect within which collaboration, for the benefit of the individual citizen, can take place.* It has overcome the limitations of a multitude of directories through application of professional indexing and cataloging skills. It will release professional personnel in other fields, who are now engaged in what is essentially "library work," to operate their existing community agencies, and leave routines which require library skills in the hands of the Detroit Public Library.

The Information and Referral Service will maintain a directory whose geographic focus is the city of Detroit and any statewide agencies whose eligibility guidelines include Detroit citizens. Every individual branch library will include material from its local community, acquired from the following resources: associations, clubs, government agencies, private non-profit agencies, "grass roots" organizations, institutions, volunteer groups, councils, professional associations and societies. At present it will not identify political organizations or any group that does not perform a public service, but will refer inquires to its specialized collections in the main library. Major subject categories covered will be: Aging Services, Child and Family Services, Education and Cultural Services, Employment and Vocational Services, Health and Mental Health Services, Business and Consumer Services, and Recreational Services and Legal Services.

The tasks or functions of the Service will be:

1. To establish long-range plans and timetables for program development and modification.
2. To acquire and maintain an adequate flow of supportive materials.
3. To organize materials referred to in (2) by cataloging, indexing and other appropriate methods; and arrange in a 3x5 file (on catalog cards) consisting of an A to Z list of agencies and organizations, and a subject index to those resources.
4. To make supportive materials and the 3x5

file referred to in (2 and 3) available to the public in each of its branches.

5. To verify information received in printed form by direct contact (telephone or visit) with the agency or organization.
6. To provide reference and referral assistance, with a view to
   a) clarification of purpose and help rendered by a given agency or organization.
   b) encouragement of self-referral on the part of the citizen.
   c) establishment of direct contact with a given agency or organization on behalf of a citizen where appropriate.
   d) helping city resident explore the range of choices available and make intelligent decisions based on accurate, up-to-date information.
   e) equipping people with sufficient information to deal with their social problems on a functional level.
   f) optimizing the use of existing community resources.
7. To maintain evaluation procedures and to use evaluation results in restructuring with a view to improving and strengthening the service.
8. To interpret the work of the Service to the community by continuing direct branch library personnel contact with local groups, as well as through the mass media.
9. To study and interpret ever-changing community needs to the library staff.
10. To relate the Service to the work of other agencies and organizations.
11. To make data and other information which can assist in understanding and solving critical problems facing the community available to planning leadership in other community agencies.
12. To exchange, destroy, or store in Burton Historical Collection any materials (books, periodicals, pamphlets, documents, etc.) not needed for a service specializing in current information about its community.

The Information and Referral Service will use several means to ensure that its information is kept up-to-date. Specialized subject departments such as the Municipal Reference Library and Sociology and Economics Department will alert the Service of new developments and information which come to its attention. Local newspapers and newsletters will be examined daily, and clippings of interest to the Service will be indexed and filed. The Service will request to be added to the mailing list of each agency or organization in its file. As new directories are received, the Service will check the listing against its own holdings and add new groups and services. At approximately six-month intervals, a reply postcard with a select list of questions, will be mailed to selected agencies and organizations. Staff awareness and involvement in community meetings and conferences will account for new listings and updating. In turn, community awareness will ensure that the Service is kept informed of activities, projects, and new services.

The Detroit Public Library is the only fully decentralized institution in the city, other than the Police and Fire Departments. The Public Library is thus ideally located throughout the city to serve the information and referral needs of residents, on the neighborhood level and in the city at large. Whereas other types of libraries, institutions and organizations cater to separate and self-contained groups of people, the public library is accessible to everyone. In addition, the library brings intensive knowledge of the neighborhood to this service; its values and traditions, organizational leadership, cultural opportunities, economic and educational problems, composition of its population, etc. Through insights already at hand, the library is able to adapt and tailor information and referral service to particular segments of the public as well as to the entire citizenship.

There is a deep public distrust with regard to the established institutions of our society. Of all the city agencies, the Detroit Public Library is perhaps the only institution which is not circumscribed by lines of city, state, nation, race, language, religion, or century. Traditionally the Detroit Public Library and all libraries for that matter, have maintained a neutral role in providing a record on any given topic that, in its entirely, presents an accurate and balanced view. Its guard against imposing viewpoint has a strong and firm history. The library does not presume to determine what the public shall think, but rather has developed and sustained the climate for learning and informed decision. It brings to general attention the critical problems facing the community, together with the library materials which can assist social and cultural growth.

In conclusion, an Information and Referral Service, means that the Detroit Public Library will continue a role of leadership by responding to changing community demands by providing basic information in usable format.

LIBRARY HOME VISITORS

PURPOSE To change the nature of the perfunctory business call made to homes by the Library Investigator to pick up long overdue books. To make the call an educative experience for both adult and juvenile library patrons, and give the library an opportunity to reclaim families who might otherwise be lost as readers.

NEED Very commonly, patrons with long overdue books feel embarrassed, guilty, and fearful of large overdue fees. The traditional Library Investigator who finally calls at the home seems like one more bill collector, often dodged and thwarted; consequently, many books are never recovered, and even more important, families are lost as readers. Most often it is children in question, and since some libraries have an excessively large number of overdue books, this represents a major problem in loss of books and patrons.

The Library Home Visitor will encourage continued library use by (1) reassuring them that the library is interested in them as continuing readers, (2) by emphasizing the return of books more than payment of overdue fees, and (3) by informing them that comfortable arrangements can be made to pay overdue fees.

OBJECTIVE and PROGRAM Library Home Visitors hired from the area of each branch library will receive training in Detroit Public Library philosophy and practice, and will make a new and more meaningful kind of home call. The approach will be to *visit* with parents and children to establish interest in reading and appreciation for the library rather than to make a business call simply to pick up long overdue books. The Library Home Visitor's major thrust will be to explain and strongly emphasize the value of reading in a child's educational and personal development, and to describe the library as a center that meets the family's everyday adult needs for information that affects everyday life, or that refers people to the appropriate sources in the community. The visitor will have with him books already charged out that are comparable to the ones he wishes to collect; he will discuss the books and offer to leave them with the family as he asks for the old ones. He will explain parents' responsibility for establishing good library habits for their children, and only if it seems feasible, make arrangements for overdue fees to be paid. Thus, the Library Home Visitor will put families at ease and reopen the way for continued use of the library with dignity.

Library Home Visitors will work 20 hours a week. We can fit this job into our already established "Community Aide" position. Families are likely to be at home on week nights between 5 and 9 o'clock, and Saturdays between 9 a.m. and 1 p.m. The Library Home Visitors should be males because of the night work, either family men or fairly young adults who would be interested in an extra part-time job. The youthfulness of high school students would not carry enough authority. Access to an automobile would be required and they would receive car mileage payment. Employees would represent the Detroit Public Library to the public and would be called upon to use tact and good judgment. This would constitute a very responsible, challenging and interesting part-time job for residents of the community.

PROPOSAL To call a working conference of directors of the nation's largest public libraries for the purpose of discovering needed basic changes in philosophy and practice that will lead to relevant and indispensable service to the nation's changing cities. The burden of discovery will be on those

> attending the conference. No one person has a master plan, and the only hope of achievement is in hard thinking together. This is to be a working conference, not a passive one wherein lectures provide predigested formulas.

Although it is safe to assert that America's large urban public libraries have been vital to the development of our industrial society, and that they have made a rich contribution to educational and cultural life, there is a feeling of uneasiness amounting to alarm over their present status. First, severe budgetory cuts have assaulted nearly all libraries. Under pressure to effect immediate relief, rearranged priorities of city budgets place public libraries at a very low point. The second cause for alarm comes from the challenge to the essentiality of public library services (as presently delivered) to the life of the changed city. The second factor must be dealt with as seriously as the first. If public libraries are servicing today's cities-in-ferment with yesterdays approach, there can be little hope of meeting today's needs or even the institution's continuing existence.

Common budget problems have galvanized librarians into joint protective action to secure state and national legislation that would increase financial aid to libraries, but there has been further realization that the dramatic financial threat is no more menacing than the challenge to the institution's basic relevance. Both threaten the very existence of public libraries.

The public library is a very sensitive social barometer that reflects broad trends and changes in national life, and activity in the local community as well. Librarians have been alert to the readings on this scale and are increasingly concerned because service, in large measure, is not satisfactorily attuned to current needs. This awareness has been evidenced by the volume of thoughtful writing in professional journals, and by the variety of imaginative and innovative experimental projects that have dotted the nation.

For over a century the waves of European immigrants found in the public library a "people's university" that helped them prepare to function in the vigorous young industrial nation. As a result, the public library still holds an enviable position of respect in our society. The need of today's new "immigrants" to enter the mainstream is just as real, but enduring ethnic barriers have changed the climate and pattern of life. The growing proportion of blacks, Latinos, Appalachian whites, etc., emerge from backgrounds of alienation and exist under vastly different pressures; consequently, the old format for library service has not reached them effectively.

By now, librarians have surely assimilated all the benefits to be derived from the past several years of introductory discussion. Further, we have progressed beyond the need for "projects"—not only does project money eventually run out, but because a project is always peripheral, it is seldom possible to incorporate it meaningfully into the established philosophy and operation of the library. Nevertheless, there have been enough sound experiments to give some important clues to the search. No one institution has been able to experiment with all the good ideas, but all can learn from the various trials and failures.

The present seems a propitious time for librarians at the forefront of activity to act upon the evidence that foundational or structural changes are an absolute necessity in many phases of the public library. All library systems have been working in isolation, each feeling the inadequacy of traditional ways, trying new ideas, but not really knowing what to do. The soundest experimental projects must be carefully evaluated, but the search for relevancy must now go deeper than transient ventures on the outer edges. (Many, many librarians are restless and frustrated, especially the younger ones.) Any individual library's success, if unrelated to other libraries, is only an oddity, a single breakthrough in a small area. Each needs nourishment from the thinking and efforts of other libraries working to help the profession to commence an exciting, new chapter in its history.

LOUIS KAPLAN
Professor

Library School of the University of Wisconsin
Madison, Wisconsin

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

In answer to your recent communication I would say that if I had but one wish for librarianship I would ask for the establishment of an Office of Cooperative Studies on Computer-Based Operations.

The need for such an office can be seen, for example, in the scant use so far made of the MARC tapes. Very few libraries have the funds and the know-how to make good use of this significant machine-readable bibliographic data.

In this connection I call your attention to the deplorable situation we would have found ourselves in with respect to the 1970 census data on magnetic tapes had it not been for the fortuitous availability of Dual Labs and a foundation grant which enabled a number of institutions to make use of this data at little cost.

Then there is the circumstance that perhaps fewer than six libraries are in a position to contemplate computer-based operations from a systems point of view. That we have instead, is a number of disoriented examples which fail to provide the pay-off in services that a systems approach promises.

Finally, I call your attention to the circumstance that few cooperative projects based on computer technology have been originated. The Ohio College Library Center and the New England Libraries Information Network are among the few. We need more such developments, but what is lacking is the encouragement that could be provided by a national office devoted to the furtherance of cooperative projects.

A few years ago I tried to persuade the library members belonging to the Committee on Institutional Cooperation to institute cooperative studies, but the information scientists employed in these libraries were preoccupied with in-house projects.

EDUCOM is not the answer to what I have in mind. The establishment of EDUNET presupposes a range of data nodes capable of participation in the interchange of machine-readable data. In my opinion there are two reasons why libraries are little excited by EDUCOM. First, the kind of data being proposed is in the main not now the responsibility of librarians. Second, there is not enough know-how in libraries to participate. I believe EDUCOM would eventually profit if libraries were in a position to take advantage of the proposed network. What EDUCOM proposes, in so far as libraries are in question, is to bring a national electric grid up to the front door of a house that has not been wired for electricity.

CAROL R. KELM
Executive Secretary

Resources and Technical Services Division
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

In your July 24, 1972 letter you asked me to comment on current problems and future trends within the area of technical services in libraries. These comments are my own and do not necessarily reflect the views of the Resources and Technical Services Division. I am interpreting technical services to cover the resource development, acquisitions, cataloging, classification, reproduction and preservation of library materials necessary for meeting the information needs of the world. Since it is obviously impossible for a library to meet from its own resources the complete information needs even of its own immediate clientele, the key concepts we need to consider are cooperation, coordination and standardization at the local, national and international levels.

The development of library resources is a major concern of technical services librarians. In this time of economic and budgetary restrictions, libraries need to find the most efficient way to use the limited finances for obtaining the information resources needed by present and potential library users. Libraries of all types need to continue to coordinate the acquisition of materials by subject and/or geographic area and to share their resources by interlibrary lending as well as by developing various kinds of networks for communicating information and services. Resolution of the copyright issue is of paramount importance if libraries are to share resources. Better statistical information is needed about the cost of library materials and the cost of selecting, acquiring, classifying, cataloging, processing, preserving and reproducing library materials in all formats and in all types of libraries.

Centralization of cataloging is a trend which should continue. The Cataloging in Publication program at the Library of Congress is providing cataloging information in many American trade books. The program should be expanded further in order to free the individual library catalog departments for describing and organizing the material unique to that library. Improved bibliographic control of government documents through the improvement of such document retrieval tools as the *Monthly Catalog of United States Publications* (issued by the U. S. Superintendent of Documents) is urgently needed.

Librarians need to use present technology, e.g., computers, telefacsimile transmission equipment, etc., and to develop new technology to obtain, prepare for use, and preserve the library materials of all types for users of all kinds of libraries. Libraries need to make the most efficient use of professional and clerical staff. This may include the development of new organizational patterns for increasing efficiency and effectiveness.

Standardization nationally and internationally goes hand-in-hand with cooperation, and coordination. One standard, the *Anglo-American Cataloging Rules*, is constantly being updated. Rules are being developed for handling new types of materials, e.g., the cataloging of non-print materials, and of computer tapes; computer filing rules, etc. Rules for new types of materials must be developed in a timely fashion so these rules are available when needed by the libraries collecting the material.

Library school education, continuing education and training for technical services personnel at all levels must be available. The current trends to eliminate or make optional the technical services courses in library schools should not be allowed to continue since such courses should provide knowledge which is basic for all professional librarians no matter what their specialization will be. As technical services personnel seek to update their education, they must have opportunities for refresher seminars of courses in subjects related to new job responsibilities and opportunities.

Librarians must look ahead and predict what effect new concepts and technology, e.g., open universities, and cable television, will have on libraries (and specifically technical services) in order to be prepared for the impact. Librarians must look ahead to predict the kinds of new materials which libraries need to acquire and prepare for use. As library collections include more and more objects (as opposed to printed materials) libraries need to cooperate and coordinate with other units of our educational structure, e.g. museums.

The Resources and Technical Services Division of the American Library Association and its regional affiliate groups must participate actively in identifying the problems of the future and seeking solutions in a timely fashion. These groups can also participate by sponsoring continuing education seminars, by developing and publishing articles and bibliographies on technical services subjects and by identifying libraries with innovative and workable solutions to specific technical services problems.

I recommend that the National Commission on Libraries and Information Science turn its attention particularly to:

1) Urging present statistics gatherings agencies to collect and publish adequate technical services statistics;
2) Pressing for passage of copyright legislation which does not hinder libraries from serving their patrons while at the same time is fair to owners of literary property;
3) Encouraging development of new technology to assist in the acquiring, organizing, reproducing and preserving of library materials;
4) Encouraging the expansion of the Cataloging in Publication program at the Library of Congress and encouraging the further development of cooperative cataloging networks;
5) Urging the U. S. Superintendent of Documents to improve the usefulness of the *Monthly Catalog* by collecting and implementing suggestions from documents librarians;
6) Urging library schools to retain and require courses in the philosophy and techniques of technical services and urging all appropriate agencies to continue to develop continuing education opportunities for all levels of technical services personnel.

Thank you for giving me this opportunity to contribute my views on current problems and future trends in technical services.

FREDERICK G. KILGOUR*
Director

Ohio College Library Center
Columbus, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Mr. Chairman and Members of the Commission, my name is Frederick G. Kilgour, and I am Director of the Ohio College Library Center (OCLC) in Columbus, Ohio. The Center is a not-for-profit corporation, chartered in the State of Ohio and has 48 members that are colleges and universities in Ohio. I should add, however, that the charter of the Center is undergoing revision to allow nonacademic Ohio libraries to become members.

The principal academic objective of the Center is to increase availability of library resources for use in educational, research and cultural programs of Ohio institutions. The principal economic goal of the Center is to lower the rate of rise of per-unit-of-output library costs, while increasing availability of library resources.

The OCLC system complies with national and international standards and has been designed to operate as a node in a national network as well as to provide a regional computerization of Ohio's libraries. The system consists of a central computer with a large, random access, secondary memory, and 80 cathode ray tube terminals connected to the central computer by a network of telephone circuits; the network is a single node, multiple line, multiple party, synchronous transmission net. The large secondary memory contains a file of four hundred thousand catalog records and indexes in the catalog record file. Access to this central catalog from the remote terminals is achieved in a median response time of 2.5 seconds.

Activities of the Center are research, development, implementation, and operation of the computerized systems designed to achieve the Center's objectives and goals. The Center has designed six major sub-systems of which the first, the on-line shared cataloging system, is in operation. By the end of the present calendar year the Center will activate the first modules of an on-line serials control system, and by April 1973 an on-line technical processing system, both of which will be integrated with the present shared cataloging system. An on-line interlibrary loan communications system will start operation in mid 1974. The Center has not yet scheduled the research, development, and implementation of an on-line remote catalog access and circulation control system, and a subject and title access system both for users; the Center will not be able to undertake this work until early 1975. Plans for the more distant future include computerization of the descriptive cataloging process, and members of the Center's staff intend to venture into the first research investigation on this subject in the near future.

When William J. Baumol and his colleagues published their chapter entitled "The Costs of Library Information Services" in *Libraries at Large* (New York: Bowker, 1969), they were not optimistic that automation would solve the problem of rising costs of library service; indeed, it is most unlikely that computerization in an individual library could solve this problem. Possibly with the exception of the libraries participating in the Ohio College Library Center, the economic goals of libraries have been to design and operate efficient procedures that eliminate unnecessary costs. However, the forcing up of library salaries by rising living standards in the community as a whole causes an increase in expenditures despite economies of procedure.

Computerized cooperation makes possible establishment of a new economic goal for libraries. Until the advent of computerized cooperation it was impossible for librarianship to set a goal to decelerate the rate of rise of per-unit library costs, and to depress that rate of rise to the rate experienced in the general economy. It is now clear that economies of procedure and scale are not enough, and that it is necessary to invoke computer technology to increase continuously the productivity of library staff members and thereby decelerate the rate of rise of per-unit costs. For the entire library population, it now appears that the only way that computer technology can be invoked is by computerized cooperation.

Similarily, the Ohio College Library Center can establish a new objective of making up-to-date union catalog information available to persons throughout the region — heretofore an unattainable objective for individual libraries and therefore an undefined objective. At the present time the OCLC system enters one-quarter of the institutional holdings information into the central data base at the time cataloging is performed, and the other three-quarters on the evening of the day cataloging is done. Sometime in the future OCLC will modify the system so that all institutional holdings information will be entered into the data base to be available for users within seconds after cataloging has been completed.

The cataloging objectives of the on-line shared cataloging system are to supply a cataloger with cataloging information when and where the cataloger needs the information, and to reduce the per-unit cost of cataloging. Catalog products of the system now operating are the on-line union catalog and catalog cards in final form, alphabetized for filing in specific member library catalogs. The four hundred thousand records in the on-line catalog consist of MARC II records from the Library of Congress and records input by participating libraries. Last spring the daily average for records entering the system was 400 MARC II records and 800 OCLC MARC records.

A cataloger at a terminal does cataloging either by using existing catalog information already in the system, or by inputting new cataloging information. During the period January through June 1972, the cataloging of titles was at the rate of just over a half million titles a year, of which 68% were done using cataloging information already in the system. In cataloging, libraries achieve economy of scale by increasing the number of copies of a title cataloged rather than the number of titles cataloged, and it is the use of existing cataloging information in the OCLC system that achieves an economy of scale. At least one library on the system averages 20 titles cataloged per terminal per hour.

Three days after cataloging, the Center ships by United Parcel Service catalog cards ready to be filed in specific catalogs. These catalog cards are printed according to specifications supplied once by the participating library. As already stated, the Center does not supply cards in classic "sets", but if it did, there are so many options in the system that it could produce over six thousand different sets for a single title. The annual rate of catalog card production during January through June 1972 was over 3,400,000.

Somewhat more than a year ago, the Center estimated that member libraries would be able to average six titles per hour cataloged on each terminal and that an average of 1460 titles or more per day would be cataloged using existing cataloging information by the end of the second year of operation. At these rates it would be possible for libraries to achieve a significant net savings, providing, of course, that the member libraries used the system efficiently. During the first six months of 1972, members used existing cataloging information at 82.6% of the rate in the original estimate; presumably, after another year has passed and the on-line catalog has grown, the use of existing cataloging information will attain the originally estimated rate. Moreover, with one library achieving 20 titles cataloged per hour per terminal, it is clear that the original estimate of six per hour was low. Hence, it appears that if the system is not now cost beneficial it soon will be, and that the attainment of the economic goal by increasing productivity of staff members is in sight.

To develop and implement the present system the Center had to undertake research projects on derived truncated search keys and file organization to construct a system from which it would be possible to obtain a single record swiftly. By using a six-character derived search key, a terminal operator obtains a desired cataloging record in one-third of the searches; for the rest of the searches the operator initiates a second request. The Center's staff has published a half dozen papers reporting the findings of this research, but system developers need much, much more research to extend accesses and to improve the present design.

Although the OCLC index system works, it would be ridiculous to assume that it is the only design that could work efficiently. Certainly, others will produce better designs in the future, but they cannot do so without extensive research preceding development.

There are a host of additions that should be made to the system in the years ahead such as automatic ordering of a title on the basis of demand by users, and so on seemingly ad infinitum. But by users, automatic establishment of period of circulation for an individual book on basis of demand none of these attractive additions can be made without there having been research projects to produce information required for successful development and implementation. Another example of the need for extensive research is the anticipated development of computerized descriptive cataloging referred to above. In short, there is a tremendous need for research to make possible innovative, comprehensive, computerized regional libraries.

Investigators must also do extensive research before developers can design a national network consisting of regional nodes serving all types of libraries. It is imperative that there be a national library network if economic and substantive objectives described above are to be available to all libraries of whatever type throughout the nation. It seems to me that the only real hope of eliminating a succession of library crises of financial inadequacy and ineffective service will be a computerized national network.

In general, it can be said that discussion of networks takes place at four levels: 1) pipe dreams; 2) abstraction (stars, spiders, and the like); 3) the logical design level; 4) circuitry. There is in print a variety of discussion at the first two levels, but it will be those working at the third and fourth levels that will produce effective results, and to the best of my knowledge no one is working on a national library network at these levels. Moreover, before any development can be undertaken, much new information must be available.

I ask the Commission, therefore, to do whatever it can to increase the number of research workers available to produce information required for development of computerized regional and national networks. For the long range, a cadre of research faculty pursuing productive investigative programs should be built up in the nation's university library schools, and in the short-range there should be research investigators to work in development centers such as the Ohio College Library Center to produce information needed now for immediate development.

RUTH KINNEY
President
Illinois Association of School Librarians
Illinois Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The problems of the school library/instructional materials center are numerous.

There are many schools in this nation that do not have a school library or an instructional materials center. In most schools that have these centers they are inadequate in one or more of these areas: staff, materials, equipment, and facilities.

Perhaps some or all of these deficiencies could be eliminated if there was a federal mandate that each state provide effective school library service for all students. Certainly this would be a part of equalized educational opportunity.

Federal legislation providing categorical aid for staff, equipment, and facilities would be most helpful. The most significant improvement in school libraries of this nation has come as a result of ESEA Title II which provides for the acquisition of materials. Unfortunately, in many schools there was not adequate staff, equipment, or facilities to make possible the best use of these materials. Therefore, if schools of this country could receive aid to support the use of these materials, undoubtedly there would be further significant improvement in these centers.

Perhaps it would be advisable if the Commission would conduct a study of the school libraries/instructional materials centers, their needs and effectiveness before requesting any type of legislation. However, in regard to any future legislation, I believe it would be wise to provide funds to those schools which have already shown local interest and local effort by establishing such centers and in supporting them.

However, staff, materials, equipment and facilities are not sufficient in themselves. Most important is a good media program that supports the educational objectives of the school. Developing the media program is the joint responsibility of the educational community — the administrators, the teachers, the school librarians, and other media specialists. Unfortunately, many of these people do not know the importance of these resources or how to use them to develop a good educational program; indeed, many are unaware of the great potential of such a media program.

Workshops, in-service training, courses on the undergraduate and graduate levels, and demonstration centers are some ways in which the teacher, the administrator, and the media specialists could be helped to reach their goal of developing the best possible design for learning and teaching through creative approaches using diversified resources. Perhaps the Commission could develop a plan whereby some or all of these means could be used to provide an optimum learning environment for all students.

Another avenue to be explored is interlibrary cooperation on a much larger scale. There is a need for categorical aid to test cooperative patterns in such areas as acquisitions, cataloging, and production. All over the nation there are many media centers duplicating efforts in these areas. There must be a more efficient way to use these resources.

EDMUND J. KUCHARSKI*

Assistant Secretary of State
State of Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

In my capacity as Assistant Secretary of State, I have been privileged during the past two years to become better acquainted with the library condition in the state of Illinois, and I have begun to realize the need which exists among all people of the state for the kinds of services that only libraries can offer.

The need for information of some kind or other occurs almost daily in the lives of a great many people in the state, and libraries are the logical places to turn for information.

In order to satisfy this need, libraries on all levels need increased resources in materials and trained personnel on their own premises, and they also require backup resources to be found only in the large resource libraries of the state. The Network of Library Systems in Illinois provides the opportunity for the patron of the member public library of any system to call upon the resources of the four Research and Reference Centers in the Network. In order to make the resources of all the libraries available to all the people it is necessary to enlarge the network which exists through the library systems to include first the academic libraries and later the special libraries and school libraries.

The provision of information for governmental agencies is an important part of the activities of the Illinois State Library, and for that reason a reference office is planned to serve the offices of state government which are maintained in Chicago. This, too, will need to call upon the network in order to provide information for its special clientele. Obviously, because of the responsibility of the state to meet the needs of the people of the state, it is necessary for part of the money needed to support library service to come from state funds. During this fiscal year, the state will provide more than seven million dollars to enable library systems to increase and improve their services to the member libraries, thus enabling the library patron, wherever he may live in the state, to call upon his local library for the kind of information he needs. At present local effort to support libraries must come entirely from funds secured by a tax on real property. The citizen whose taxes support a variety of local services is badly in need of relief. The need for increased funding for local library service and the need to relieve the burdened taxpayer indicate that a more equitable method of providing library service must be found.

A partnership for the support of libraries should be developed in order to provide funding for libraries on three levels, the local, the state, and the federal level. Such a sharing of funding would acknowledge the responsibility of the local community to provide for itself, the responsibility of the state for all of its citizens, and the responsibility of the federal government to implement its goal for an educated and enlightened citizenry.

ALEX LADENSON
Chief Librarian

Chicago Public Library
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The large public libraries of America are in the midst of an urban crisis that is of crushing proportions. Mayor John Lindsay of New York has succinctly diagnosed the nature and magnitude of the illness when he stated: "Our central cities have become the repository of our two most painful national problems — poverty and race. Together they have brought frustration and despair, polarization and fear — and finally violence and disorder." Thus in examining the needs of a large metropolitan library such as the Chicago Public Library, it is extremely urgent to bear in mind the social conditions under which it operates.

One of the most critical problems that the Chicago Public Library faces is how to reach and serve effectively the residents of the poverty and underprivileged areas of our city. We must reach a large sector of the black population as well as a considerable body of Spanish-speaking people, Appalachian whites and American Indians. In attempting to deal with this problem, it has become clear that the traditional patterns of library service are ineffectual. The concept of a free public library is foreign to many who live in the low-income areas of the city; they do not understand that it is free and what it can do for them. New methods and techniques need to be developed on a mass scale to reach the people living in our ghettos. Much more money is required to reach the people living in low-income areas than those residing in higher-income communities. School libraries are generally inadequate and the public library must supplement the work of the school.

Another problem that confronts the Chicago Public Library is that it extends services to a huge number of people who do not live within the political boundaries of the city and do not contribute to the financial support of the library. Approximately twenty-five percent of the persons who use the Central Library do not live in Chicago and ipso facto do not pay taxes for its operation. The Chicago Public Library has recently concluded reciprocal borrowing agreements with the public libraries of 165 suburban communities located in the metropolitan area of the city. Although exact statistics at this time are not available, it is quite clear that the Chicago Public Library will lend a great many more books to the people residing in the suburban communities than the people of Chicago will borrow from the public libraries of these same communities.

Another problem that affects the Chicago Public Library is that many of the institutions of higher education, located in the metropolitan area of Chicago, do not have adequate library facilities, and as a result the Chicago Public Library is called upon to serve many of their students. In Chicago the newly-established complex of community colleges, state universities and private schools has created a great demand for library resources which these institutions cannot fill adequately, and which consequently the Chicago Public Library must attempt to meet.

Still another problem is the sheer complexity of modern life which has proliferated the need for information at all levels, at a time when important information agencies have suspended their operations. The information bureaus formerly maintained by the Chicago Tribune and the Sun-Times/Daily News have been closed and the Chicago Public Library is attempting to fill this gap. New social problems such as environmental control call for the dissemination of information which the public library must provide.

The problem of the physically handicapped and the aged presents a special challenge to the Chicago Public Library. The peculiar needs of this segment of the population requires the development of new skills in providing materials and services for these people.

Finally is the problem of the knowledge explosion with the flood of literature that must be harnessed effectively. A major task that the large public library faces is finding ways to wed the printed word to the electronic impulse. It is vital that the computer, facsimile transmission, laser beam, microphotography, television and radio become the everyday tools of the librarian. The whole field of the multi-media including cassettes, electronic video recordings, teaching machines, films, filmstrips, tapes and phonodiscs must supplement the use of books.

A most distressing element which runs through all of these problems is the matter of finance. Without exception, the large public libraries of our major cities are ill-funded. They depend almost exclusively on local property taxes which cannot be stretched any further. Moreover, the method of collecting the property tax is under attack in the courts, and the entire resulting situation may become critical. New sources of revenue must be found, if the public libraries are to function effectively.

Since local property taxes cannot be increased, we must look to the state and federal governments for relief. The rationale for state aid is based on the principle that education is a primary function of state government, and since public libraries are part of the educational system, it follows that the state has a direct responsibility for their financial support. The recently published state library standards contain the following guideline:

> "The state share in financing of local public library service should be at least one-third to one-half of the total cost of a sound minimum public library program as set forth in the state plan for library development."

But the federal government has also an important role to play in the financial support of public libraries. However, the legal framework of the Library Services and Construction Act, which was conceived in 1956, must be overhauled. It is essentially a demonstration program which does not meet the needs of the time. What is required at this juncture is general federal aid to public libraries on a regular annual basis with a minimum of strings attached. While it is recognized that it would be impractical to attempt to abolish the Library Services and Construction Act in toto and start anew, steps should be immediately taken to amend it so that it could be converted in the direction of general federal assistance. As an initial step, it is proposed that a new title be added to the Library Services and Construction Act which will provide for general federal aid to large public libraries on the basis of $1.00 per capita.

With local funding to remain at its present level, coupled with increased state and federal aid as recommended above, the public libraries of America can become strong and vital institutions which can help to further the educational, cultural and economic development of our people.

ROSE LEVENSON
Supervisor

Work With Children
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

You have asked for my views on the relationship of children to libraries and how the changing demands of this age group have affected the service of all types of libraries. I must first restate the question in terms that are meaningful to me. Does the question ask "What do children need from libraries and how do we go about giving it to them?" I am still uneasy, so I must start on the word "children". Children are not one age group. Anyone who plans the same service to pre-school and twelve-year old children is wasting public funds and turning away potential readers.

Within each age group there is a wide spectrum of needs, from the child who is saturated with stimulation till he has lost the power to be self-activated, to the child who has been denied the most common experiences. Can the library offer the same services to a child in the open classroom that it offers to a child who goes to a school where discipline takes most of the school's attention? Should the library offer the same service to a Spanish-speaking child, an American Indian and a child conscious of his Black heritage? Will this service be the same as that to a child from a culturally barren affluent home? Planning of library book collections and programs must begin by identifying the segment of the youth population that will be served.

Next I am uneasy that by using the word "libraries" we are restricting ourselves to one kind of institution. Are libraries, as depositories of books, important or is it the making available ideas and information, and the stimulation of active response from the user, that we are concerned about? In other words, are we primarily interested in libraries or is the making available of ideas and facts more important? Public libraries and school libraries are justified if they facilitate communication, the offering and receiving of ideas and information. If they do not, then they are monuments to our egos.

So now we come to the question — what are the programs, materials and facilities that will help all these different kinds of children learn to use communication media and that will encourage them to respond by communicating their ideas, feelings and creative efforts?

In line with this restatement I will say that I think the traditional children's room in the public library and the grade school library room are obsolete. Services must be designed to encourage pre-school children to use language to communicate, and to react to the communication they receive. Books, films, records, artifacts, models, toys, games, craft materials will be part of an environment where children can manipulate, compare, organize and react to many kinds of stimulation. Pre-school story hour will not be designed to amuse passive little ones, but will be organized as experiences in which the participants react to the material presented and actively assume roles in the program. Finger games, songs, masks, puppets, creative dramatics, crafts, active audience participation all stimulate the child to receive and offer communication. A collection of fine picture books and some storytelling is not satisfying the pre-school child's needs in the light of what we know about early childhood learning. This new kind of service takes more staff. The participants in group activities have to be few in number and the relationship close to person-to-person. Flexibility and imagination in programming and book recommendations can only be achieved where there is staff trained to elicit response and who are allowed time to plan activities that are custom-made to individual needs. They must have the material resources to use in their programs.

When we consider service to the school-age child we will find that the traditional good, safe, well-rounded, basic collection no longer serves. There was a time when school-age children came to the library to fill a school assignment or read a "good book". A library could plan a collection that covered the school curriculum, the children's classics, prize books and a large selection of fiction. The fiction titles were grouped in headings such as

"Sports Stories", "Mysteries", "Adventure" and "Teen-age Stories". Such books are still the backbone of most school and public library fiction collections. Librarians and teachers are saying "Children don't read books the way they used to." The children find that a chapter on the colonial period in a U. S. history book is not going to help them make a model of a New England town in the 17th century. A book on botany will not stimulate an original project on photosynthesis. The story about a day in the life of Pedro of Puerto Rico will be rejected by the child who is trying to present to his class authentic Puerto Rican folk dances. The child who came to the library to read a book for fun now has a paperback book shop in his school where he can buy attractive, inexpensive books that look like the kind adults read.

A boy who follows the latest news on space exploration as it is unfolded on TV and newspapers is not satisfied with last year's book on astronauts. If we are offering communication and encouraging children to communicate we must stock a wide variety of cassettes, tapes, films, filmstrips, transparencies and printed material produced by experts on current interests. The child who wants to know does not care if he gets the information from an adult handbook, an out-of-town newspaper or a filmstrip. The paradox is that while no collection can be too wide for his interests, he needs personal attention and recognition that he is an unique individual. Standardized collections and routine service do not answer the needs of the many kinds of children that should be using the library. The old established programs such as story hour and book clubs are not going to attract children to reading and creating habits of using sources of information. Different communities need different collections and programs. What all libraries will have in common is sensitivity to the needs of the individual and the community. The staff must be able to analyze the community's concerns and seek out materials and devise programs that fill these needs. They must have the skill to diagnose and respond to individual and group needs.

Programs that encourage communicating skills can not be standardized. Activities that will evolve may use cameras, puppets, craft materials, creative writing workshops, choral reading and audiovisual software designed by the children. All the resources of the library will be needed to make such programs effective.

The school library and the public library will be engaged beyond their present limits to satisfy these needs. School libraries will come to be more a part of the classroom, bringing printed and nonprint material right where the learning is taking place. The schools have broken out of the confines of black-board walls and text-book covers. They are going into the library and the community to find their learning materials. These habits of investigation spill over to their outside interests. The children's rooms, like the school library can not contain them unless they offer a wide variety of sophisticated materials. School libraries will serve their school needs. The community library, because it serves not one school, but all schools in the district will supply the unusual, the more advanced and detailed material that is geared to the whole family and the individual. Items that are too expensive to purchase for one child in a school are practical for a public library that serves many more children in the district. The school library and the children's room should be able to use the full resources of a well-stocked adult library. All agencies will have to agree on when to duplicate and when to depend on other libraries' resources.

All these bright promises of the future depend on two contingents. This kind of service is not cheap. It can't be done on the same budget as traditional service. Municipal funds can not provide the variety and quantity of equipment, resources and staff needed. Other sources of revenue will have to be found. The second problem is staff. The graduate of library school, with a class in education and a few classes in children's literature, is not qualified to delve into a community's needs and then assemble and interpret the materials required. Library schools must train their students to work with community groups, to be sensitive to unspoken needs and to be imaginative in designing programs. Practice teaching is required for teaching. A similar program should be instituted in every library school so that graduates would have actual experience in institutions that are adapted to the community they serve. Those not suited for the work would find this out quickly. Those with aptitude would be encouraged by seeing good work.

The effective children's department in the future will not have just children's librarians. A field worker with training in social service, sociology and group work will go out in the community explaining the library to the public and reporting the community needs to the staff. Experts in other disciplines such as art, dramatics, music, education or science will be employed to develop programs that use the resources of the library to introduce the children to many aspects of communication.

This type of program makes heavy demands on the staff. Library school and on-the-job experience have not proven to be sufficient to insure the best possible service. Built into every children's department in-service program must be a plan for continuous staff development. Experts on group dynamics, non-book media, early childhood education and other areas must be used to help the staff keep growing.

These are trends and needs as I see them. If children in the future are to be trained to think, use the knowledge of the past and create the knowledge of the future, then libraries will have to be more than collections of books that are dispensed by librarians. They must be institutions that deal with interpretation and creation of knowledge. Money and freedom from past routines will be needed.

JOHN W. LEWIS

Secretary of State and State Librarian
State of Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

My interest in libraries had existed long before I became Secretary of State and State Librarian. This may have been partly because two of my sisters are librarians. One is still the librarian in my hometown, and the other retired several years ago from the Illinois State Library.

As a member of the General Assembly I supported library legislation, particularly that which resulted in our eighteen library systems, and I also supported enthusiastically the appropriation bills for library systems and for the State Library.

In my capacity as State Librarian, I have had an opportunity to become more aware of the library condition statewide and to some extent nationwide. I have noted the continuing need of our citizens for the information that is available to all the people of the state only through libraries. As Chairman of National Library Week for Illinois, I subscribed fully to the concept of the Right to Read and the Right to Know, and I believe that libraries have a major role to play in the provision of those rights.

The need to improve methods for providing information is set forth in our long-range program for library development in Illinois which calls for the strengthening and enlarging of the network that already exists in the library system framework. In order to make the network really effective and responsive to all the needs of the people it is necessary to expand its services to all the libraries of the state, academic libraries first, perhaps, and then special libraries and schools. Of almost equal importance to the expansion of the network is the need to increase the library resources available to the users and the need to provide adequately trained library staffs to assure that the request of the citizen is given fast, efficient attention.

The need to identify the best way to provide information to people has led us to the conference we are planning on Total Access to Intellectual Resources. During this conference we will attempt to involve all the other providers of information — the press, radio, television, and whatever other sources people go to for information — in the hope that a partnership can be developed to make sure that everyone in the state can have the information when and where he needs it, and at the level at which he needs it.

As State Librarian, I have become more and more aware of the cost of good library service, and more and more aware of the inability of some communities to give their people the kind of library service that everyone has a right to expect. Libraries are supported by the already overburdened property tax. There is obviously a need to provide some other source of income for libraries and to relieve the property taxpayer. In the past seven years we have, in Illinois, provided additional resources and services to the local library through the resources and services offered by the library systems, and through a small equalization grant for libraries in areas of very low property valuation. Beginning with the formation of the first library systems, all systems have been fully funded as they were organized, thus enabling them to begin immediately to provide meaningful help in the form of resources and services for their member libraries. For this fiscal year more than seven million dollars of state funds has been appropriated for library systems to provide services to the local libraries. The amount of state money spent for libraries in Illinois is second only to the amount spent by New York. The funds coming to the state through the Library Services and Construction Act have been used to provide service or resources on a statewide basis.

I am constantly conscious of the need for continuing improvement in the amount of funds for libraries and the need for some of this funding to come from other than the local level. Like the partnership we are working toward in the provision of information, a similar partnership should be established for the funding of library services: first, because each community must have pride in its library and want it to be excellent, there must be local contribution to the funding; secondly, because the state, too, has a pride in its libraries and a desire for excellence in all of them, there must be state funds for the support of libraries; and finally, since excellent library service in any state contributes to the nation as a whole, there must be continued and even increased funding from the federal level.

Only by working together and by cooperation on all levels can the right of the individual to read and to know be truly achieved.

THOMAS G. LONG

Butzel, Long, Gust, Klein & Van Zile
Detroit, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

This will acknowledge receipt of your letter of August 11, 1972 requesting me to submit a statement of library needs. I served for 25 years on the Detroit Library Commission charged with the operation of the main library and branch libraries of Detroit. The chief problem during the entire 25 years was that the Commission never in any year had an adequate amount of money for books and when I say adequate I mean any sum approaching what the public libraries of similar or much smaller cities had for books and other informatory materials.

I am in no condition to come and testify or even to prepare an extended written statement. I am 90 years of age nearest birthday (January 24, 1973) with impaired hearing and eyesight—so impaired that I can no longer look up anything in most books. The monetary ability of the Detroit Commission to purchase books and other library materials is now the poorest it has ever been and with no betterment in sight.

JEAN E. LOWRIE
Director

The Graduate College
School of Librarianship
Western Michigan University
Kalamazoo, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I have just returned from a vacation overseas to find your request for written testimony at the National Commission's regional hearing on September 27. I regret exceedingly this delay in replying to your letter, but I trust you will understand.

I suspect it is too late for any testimony of mine to be included, but I would like to go on record informally nevertheless.

My particular interest is naturally library education and through it, the development of the profession as a whole. I believe that library education at this time, at least in the programs developed by the accredited graduate library schools, is concerned with an honest and intensive analysis of curriculum. There is every indication that curricula, both content and specific courses, are being changed to meet current and future needs. Emphasis on new communication media, on new and improved ways to serve a wider public, on continuing education for librarians in the field are matters of immediate concern. Not only are library schools alert to the changing community pattern and interests, they are also aware of the need to recruit many kinds of people into the profession -- minority groups obviously, but also specialists in various areas of knowledge. They are attempting to educate prospective librarians in the latest phases of management and control in order to make better use of personnel already on hand.

There is still a great need for an educational program for the layman in order to better interpret the value of libraries in today's society. This is a concern of library educators, but is a need which must be faced by the entire profession as well as others who believe in library services. Tangential to this, I believe, we must work for closer understanding and for more direct communication among all media, information science and library personnel. Audiovisual, computer specialists and print oriented professionals are still pulling in too many different directions. Current economic and management directions do not allow for this multiplicity and duplication of services. Graduates of our programs are aware of this and are disturbed when they go into the field to discover old prejudices and practices still in evidence.

Although we are having more difficulty in placing graduates this year, nevertheless if they are mobile, there are positions. We believe our evidence shows that this situation will continue for several years. We need to recruit for the ablest, both in terms of intelligence *and* ability to work with people.

One of the greatest needs at the moment is for scholarship assistance. Many are interested, but the number of "no-shows" who indicate they could not come without financial assistance has increased by at least 25%. In view of this specific financial need and the equally important stress on continuing education for people in the field, it does not seem wise to "put all our eggs in one basket" — in other words to allocate available funds to one type of library education. There should be equitable distribution for scholarships and loans as well as for institutes, workshops, etc., on both short and long term basis.

Speaking specifically about the program at Western Michigan University, may I mention the current experiment funded through EPDA for educating community college librarians for work with minority and special student groups (dropouts, senior citizens, vocational oriented, technical oriented youth, etc.). Opportunities like this, which permit a library school to zero in on a particular service need, in an experimental fashion, are important both to the education and to the general future of librarians. Breadth of choice is a must for library schools located as they are in various parts of the country, influenced by their local community and state needs, and having specialized faculties of various fields. There should not be tight restriction on the types of library education programs to be developed or the types of people to be supported. A profession which serves all peoples in all communities must indeed be supported from a broad base.

I appreciate the opportunity of sending you this short statement. I sincerely hope the midwest hearings will be of value to the Commission as well as to the profession in general.

JOHN P. McGOWAN
University Librarian

Northwestern University
Evanston, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Libraries must identify new solutions to their problems if they are to continue to meet the demands and requirements of a diverse and growing community of users. The problems which are manifestly clear stem from the social and technological changes that have taken place during the last few years and also the diminution in the base of financial support for many libraries. During a period when many universities are departing from the traditional academic programs, exploring new modes and forms of instructions, dealing with the non-resident mobile student, introducing new programs involving various forms of media, the library with limited resources is unable to respond to these changes and contribute to the programs. Even the most talented library administrator who has brought his organization to the peak of operating efficiency will recognize that without increased support he will ultimately approach a limit in the optimum utilization of his available resources. In those few cases where such administrators have had the good fortune to be able to use technology to improve the operation and to increase the capacity of the organization to meet new demands, it becomes clear that there also are limitations even with this approach. Such factors as the obsolescence of the technology, the cost of developing, implementing and maintaining the systems are, by any standards, sizeable if carried out by any single institution. One need only point to the very difficult problem that a single university faces when it is required to maintain large computer files of data. It is unfortunate that many libraries have had to develop these systems and operations on their own because there have been no regional or central agency that could develop such systems on a cooperative basis. Without this type of assistance many libraries dissipate their energies and resources in the pursuit and development of systems that even if successful will be very difficult to patch together into a network configuration. The early development of the telephone system in the United States is an example that libraries are tending to emulate. Institutions with their own computers have developed a variety of routines that in most cases have limited applications beyond their own boundaries. Similar to the early telephone installations each institution has deemed it necessary, because there have been few alternatives open to them, to build their own system rather than relying on a broad based utility dedicated to serving all and optimizing communication by arriving at some common and acceptable standards. The concept of a computer utility for the library community is a good one which needs support, and such a broad based utility dedicated to carrying out many library operations needs to be developed. Many benefits would be derived from such an effort. As an example, one can visualize regional centers containing a variety of library files and data bases. A file of periodical holdings of many libraries could be accessible by means of remote terminals. The utility would identify items needed for interlibrary loan, generate the lending and borrowing notices, keep track of and balance the interlibrary loans within the system and generate sufficient data that might lead to a more rational basis for developing research collections. There are countless other applications. Perhaps the most promising possibility is the prospect for making library resources more readily available to a larger community of users. This will be particularly important if libraries are to meet their obligations to their own and other institutions which are entering a period which will see innovation and experimentation and new demands placed on their services. The library in its present form of organization with the prospect for static support will be unable to respond to these changes. The alternatives that are open suggest solutions that go beyond the resources of any single institution. Libraries must not only employ existing technology on a broad cooperative basis but must also plan and organize with the same principles in mind. The proposal considered by the Association of Research Libraries that would in effect create a corporation composed of major libraries is a move in this direction. Corporate library planning to be successful might ultimately require the corporation to hold some form of title to the resources of member institutions who would have curatorial rights in return for which there would be a commitment by the corporation for long-term support of the collection and staff. There would also be an obligation on the part of a member library that it would make its resources available to a wide community of users.

The National Commission on Libraries and Information Science can play a significant role in bringing about some of these changes. There are many other issues it might possibly consider, given adequate support and the necessary resources. These issues are complex and of a nature that may be difficult to resolve since they bear on fundamental questions involving institutions, personnel and many segments of society that have a vital stake in the generation, transmittal and utilization of information and knowledge, the mainsprings of our organized society. The library is only one part of this larger domain which includes the publishing industry, professional societies, governmental agencies and of course a very diverse user population. The National Commission on Libraries and Information Science will ultimately have to investigate the nature and extent of these relationships and assess their effectiveness. It is clear that new patterns of organization and a realignment of some of these relationships may be needed. Libraries cannot on their own effect any changes in the publication industry or influence the policies of the professional societies and government agencies which have a vital bearing on the library community. The acceleration in the rate of increase of publications, the format and representation of the material (microform, full size copy), the question of copyright and the issues related to the application of various forms of technology in libraries are only a few of the matters that need to be investigated. The library community needs some global plans which will only come about through a series of studies involving many of the above mentioned components. The Commission needs a broad based approach to this area before it recommends new directions. This series of hearings and meetings with people in the field is very sound and suggests that the Commission is dedicated to measuring the many dimensions of this complex problem.

CHARLES F. MADDEN

Dean of the Undergraduate College
Webster College
St. Louis, Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Webster College is a relatively small (1000 undergraduate and 600 graduate students), private institution located in Webster Groves, Missouri, a suburb of St. Louis. Our recent history helps to identify us as highly innovative and future-oriented both in curriculum and institutional planning.

One of the first actions of that recent history was the nearly unprecedented unification of the collections and services of our library with those of Eden Theological Seminary in a new building adjacent to our campus but constructed by Eden on seminary property. Since the collection at Eden was highly specialized and had been developed for graduate education, it did not duplicate to any great degree the more diverse collection of Webster College which had been developed for undergraduate instruction covering many disciplines. The chief advantages of the union were in more effective use of space and personnel, a fiscal advantage in the expenditures for reference materials and periodicals and the opportunity to plan more effectively for the use of media and technological advances related to libraries.

I provide this institutional note to indicate that some of the recommendations I will make grow out of experience with nontraditional approaches to library services. That federal support would greatly enhance the development of such innovative practices I assume is a "given" in these hearings. The problem is the organization of the support. For your consideration, I make the following suggestions:

1) President Nixon when he signed S. 1519 noted his reservation to forming the Commission as the federal government. Recent changes in the branch and said that he would prefer to have the Commission functioning within the Department of Health, Education and Welfare. His reasons seem to me valid and I would urge the Commission to consider a recommendation for a change in structure.

2) The President's reservation is directly related to my next point. The section of Title II-A of the Higher Education Act of 1965 which provided for Basic Grants to libraries making application and promising matching funds was a most useful piece of legislation for the library of the small liberal arts college. This allowed growth in the collection but committed the institution as well as the federal government. Recent changes in the guidelines of this program have eliminated institutions such as ours from this support. We cannot be described as a "developing" institution and funds are being allocated to institutions falling into that category. The liberal arts institution is further eliminated by the structures of the guidelines since most of us concentrate on teaching and cannot qualify as "research" institutions. One solution for this dilemma would be to increase the funds for colleges operating in consortia, a practice now limited to the Special Purpose Grants under Title II-A. A footnote to this comment takes the form of a plea for the simplification of the application forms for these funds. Colleges the size of the one I represent find that they cannot divert administrative time to the preparation of the forms and thus lose some possible help by default.

3) Technological advances within the information sciences are coming with such speed and at such high cost that most liberal arts colleges have been overwhelmed. The innovative small college is probably the most receptive institution for the immediate application of these methods to the learning process but the evaluation and the cost mitigate against this implementation. Federal support aimed at easing this situation would be highly desirable. Such materials as microfilmed books and the necessary equipment for use might save institutions in construction costs; computer terminals allowing information transfer and retrieval might make library consortia a reality without concern for geographical factors.

4) Most liberal arts colleges have been at the forefront in extending library services to include

the new media. This dimension is expensive and frequently involves materials which are congenitally obsolescent. The educational value is, however, undeniable. All libraries could use support for equipment and materials related to the TV cassette, cable TV, film making and audio-recording. This is another area where consortium activity might be used as an instrument of evaluation in the consideration of proposals. Title VI-A of the Higher Education Act of 1965 offers opportunity for proposals related to media but the guidelines call for such specificity regarding use that library uses are by nature excluded.

5) The training of personnel for the achievement of professional degrees in library science has been given considerable attention over the past few years but little or no attention has been given to in-service training of nonprofessionals or the upgrading of professionals with knowledge beyond the perimeters of the information sciences. The Missouri State Library has, recently, involved the professional staffs of the public libraries in week-long institutes covering a wide range of topics. The objective of the institutes was to stimulate the staff members to a new awareness of contemporary thought and social concern. Only tangentially were the institutes concerned with new acquisitions or new services. The concept was one of making the library a focal point in each community for continuous learning and the librarian an able and knowledgeable guide.

This concept should be fostered by more substantial federal support and extended to include librarians from the public and private schools and special libraries. Ideally the state library offers the best possibility for centralizing such in-service training and such an assignment would strengthen the network of information services within each of the states.

While I am on the subject of training for library staffs, I might also note that most libraries are being staffed by nonprofessionals while thoroughly trained librarians are taking other kinds of positions in order to find employment. This paradox is the result of low level financing for library staffs. Professionals rightly assume that they should be paid salaries commensurate with their training and libraries can't afford them! Some method of meeting this dilemma — and as a consequence improving the community information services — might well be the item of first priority for the Commission.

6) Finally, my many friends among librarians are urging the continuation and intensification of the "cataloging in publications" project. This service of the Library of Congress would save countless hours of work and considerable sums of money for the libraries of the country. As a user of the library its advantage to me would be to shorten the time between a book's arrival at the library and its availability on the shelf.

This has been a shotgun type of report, scattering a variety of ideas, but I shall be happy to expand upon them if this would be useful to the Commission.

A. P. MARSHALL
Director of the Library

Eastern Michigan University
Ypsilanti, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Your invitation for me to submit any concerns that I may have for library and information development on a national scale is appreciated. Much of what follows represents ideas which I have expressed previously, though perhaps with a different impetus. Anyway, here they are for what they are worth.

Libraries have become so overwhelmed with the idea of bigness that they are wasting thousands of dollars of the public's funds. This fact stems largely from a perennial disregard for some common sense practices which make better use of the funds they have at their disposal. Though not alone in their rampant display of ignorance in the handling of money placed at their disposal, this is no excuse for their guilt.

A major area of fiscal responsibility may be found in most libraries in the number of staff members employed. New techniques for the measurement of work load and individual efficiencies are virtually ignored in many instances. In others, the under utilization of talent results from institutional failure to insist that professional librarians produce on a professional level. Academic training and abilities are ignored, even when demanded by the teaching faculty. Though too little attention has been given to the measurement of academic contributions of teaching faculty, almost nothing has been done to measure the effectiveness of librarians. It seems to matter very little that a patron receives inferior assistance from a librarian, or that continuous learning and professional activities are not in evidence. A library degree seems to be the major consideration for the employment of librarians.

A second area of fiscal irresponsibility occurs in the failure of librarians to develop methods and techniques of cooperative buying and sharing of resources. Most any library director will readily admit that it is impossible to gather all of the books being published in areas covered by his college or university. They will also admit that the bulk of the books purchased in a given year are seldom, if ever, used. Multiply this by the number of institutions in a state or region, each of which is bent on acquiring valuable books for its collection and you will realize that often one or two copies of a given book within a particular locality is sufficient. Such collections as the *Verhandlungen* of the German Reichstag, the U.S. War Department's *Record of the Rebellion*, or Quérard's *La France Littéraire* may look good on the shelves of a library, but unless there is a genuine demand for them on campus, there is no reason why one set could not be shared by several institutions. It is the sharing of resources which I believe needs to be emphasized in order to make more materials available without the unnecessary duplication now prevalent.

Librarians have written and spoken many words in recent years about library cooperation but very little has been done about it. Since the training of library personnel has taken on the appearance of being more sophisticated, college and university administrators have tended to leave the operations within the hands of library directors. Yet, they do not have the voice or the contacts to get something done about the problem. They do not have the ear of board members or legislators, and presidents have to weigh library requests against all of the other demands being made. Since there is little tendency for higher educational institutions to work cooperatively, they are almost totally unaware of the advantages of library cooperation beyond interlibrary loan.

All of the above remarks are made to lay the framework for my proposal. I would like to see the National Commission become involved with proposed legislation on the national level which would really force such cooperation. This problem would have to be approached on more than one level, however, since librarians have to be convinced that enormity and effectiveness do not necessarily go together. Too many librarians are concerned with the number of staff members under their control or the number of books and periodicals acquired on an annual basis. Unfortunately, we have not been forced to think enough about getting the most from our tax dollars while providing for maximum service to the patron.

Experimental approaches to this problem might be the availability of "seed money" to establish communication systems between libraries that work. The utilization of (already developed) equipment for the transference of images over long distances should also be encouraged. Pressures brought upon the U.S. Congress to keep transportation of library books and materials at minimal levels would also be to the advantage of scholars and libraries.

Technology is now ready to provide the average television owner with equipment for using videotapes. Combining our long-existent concern with the talking book and considering the large audience we are not presently reaching, I believe that the National Commission, if concerned with this possibility, could bring this new dimension to library services. Such a program could have many aspects. Prospective mothers could borrow videotapes which would provide information on prenatal care. Young mothers could check the development of young children from programs designed for children at various stages of development. Important ETV programs could be replayed at will to provide ample study by classes or individuals.

In summary, I believe that the National Commission can provide a great service to libraries and to the nation as a whole if it becomes concerned with interlibrary cooperation at all levels, with the focus on acquisition of important materials on a state or regional level, similar to the Farmington Plan, but with improved access capabilities. Encouragement by the National Commission would give impetus to efforts on the state level to improve situations as they now exist and to provide even better service without continuously having to operate with top-heavy staffs.

DORIS B. MARSHALL
Librarian

Management Information Center
Ralston Purina Company
St. Louis, Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The Commission has indicated it would be interested in my comments from the standpoint of the "special library in the metropolitan area."

The special library that I serve reports to an industrial firm and consequently is funded by and primarily serves its employees in the field of research and business, oriented to the company's product interests, which are specialized. The public may use our library by request, and other libraries — public, academic, and special — are served through interlibrary loan. We do not charge for requested interlibrary loan copies.

As President of the Greater St. Louis Chapter, SLA, I brought your request to the Chapter's Board for comments, and received none. In fact, I have had to search to really identify locally "a pressing need." The libraries in our area cooperate well; we share resources and users. We receive good cooperation from libraries all over the country.

Some of our area needs have been recently identified and studied by the Committee on Library Cooperation of the Higher Education Coordinating Committee (HECC) of Metropolitan St. Louis. Mr. John C. Abbott, Director, Lovejoy Library, Southern Illinois University, Edwardsville, Illinois, is Chairman of this Committee with four subcommittees which cover automation, resources, personnel and training, and users services. The group has given all librarians in the greater St. Louis area a chance to participate voluntarily in future group courses of action. As part of a questionnaire to establish the extent of interest, they listed 34 possible ways in which all libraries in the area might like to cooperate, and they have invited response and suggestions. They are embarking currently on a new, expanded *Directory of Libraries in the St. Louis Area,* which was begun originally by the Special Libraries Chapter, and are also now beginning a new union list of serials by computer output which would be kept up-to-date by supplements and editions, and would include one-line holdings of local libraries instead of simple listings. I think that this is being funded through the Missouri State Library and the St. Louis Public Library. The output will be available for purchase. The last cooperative effort of this type was begun about 1964, not updated, and is quite inadequate by now. Since the emphasis of this Committee is from the academic standpoint, not all librarians agree in priority of action. A scrip system of payment of interlibrary loan copies is also in use but as yet my library does not use it.

The largest pressing need on a national level, that encompasses all types of libraries is reference copying with respect to the copyright law. Unless liberal changes are made, the sharing of vital research information will be curtailed; one library cannot "hold" for another, unless copies can be made. In some cases our library has been denied interlibrary loan requests and the information became unobtainable. The lending library would not send the original source and they were forbidden to send copies. However, the emphasis should not be on the frustrated librarian, who is simply an intermediary, but on the frustrated research worker, who is actually denied access to vital information. The law as it stands does not serve the originator of the research; it serves only the publisher of that research work. In many cases the researcher pays to have his research published and he pays for reprints; he cannot copy or release his own work without obtaining the publisher's permission. His only compensation is in recognition of his work and in working with other researchers whose work he must be able to study.

Recently it took three weeks to obtain permission from the publisher in Massachusetts to copy a paper covering original work by one of our research staff in St. Louis. Perhaps published research information should not be copyrighted, so that it could be readily shared. Perhaps scientific journals, as distinguished from other publications such as books, should be excepted from the copyright law because the bulk of copying arises from journals. By showing the symbiotic relationship of the research worker to the publisher, a positive proposal along these lines from this Commission could be very helpful.

In the past thirty years I have seen great strides made in overcoming inadequacies in providing adequate library and informational services to all users. I am sure this Commission has the leadership to identify and to correct existing inadequacies and I wish you success.

GENE MARTIN
Director

Daniel Boone Regional Library
Columbia, Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Missouri is predominantly a rural state with two major population centers, St. Louis and Kansas City. Since 1946, the major emphasis upon development of public library service in Missouri has been through the creation of larger units of service, i.e., contractual arrangements between two or more governmental jurisdictions which provide for the sharing of library resources.

The above emphasis has resulted in the creation of "regional libraries" which have been able to provide better service than could any of the member units acting upon its own. Development has included the strengthening of three libraries within the state (Kansas City Public Library, St. Louis Public Library and the Missouri State Library) to serve as major resource libraries whose collections are made available on a loan basis to all other public libraries in the state.

The major problems facing all libraries in Missouri — public, school and college — is one of finances. In Missouri statutory limitations place a limit upon the rate of public library taxation which can be voted upon the local level. This limitation has been in effect for over twenty years. As a result, a major portion of public libraries in the state are being strangled by the limitation. Attempts have been made — and will continue to be made — to have this limitation legislatively removed.

Library Service and Construction Act funds have undergirded all public library development — and particularly building — in this state in the last ten years. The money has served as the nucleus for progressive development and for the redirection of library service emphases.

The library public is increasing and with the increase comes a diversification of demands and needs on the part of the various segments of that public. Where a library twenty years ago provided "standard" services such as book loans, the library today is faced with providing a myriad of services which no other organization exists to provide.

Societal emphases in the areas of aging, the underprivileged, the handicapped, prison inmates, etc., all have their effect upon the services which a library is expected to provide in the seventies. The development of any of these areas of service — aging, for example — requires materials resources and a knowledgeable staff able to utilize those materials. The demand is there, but the library is unable to meet it adequately.

In an era when the citizen rebels against increased taxes for academic purposes, whether this be on the elementary or university level, the first area to be cut is that serving as an educational blanket for the academic institution, the institutional library. Students, thus frustrated by the academic institution, turn to the public library. Their frustration may be increased because the demand they make is simply thrown into the general pot as the public library fitfully struggles to do a little bit for everyone but little of real significance for anyone.

In past years, public libraries have been accused of a "head in the sand" reaction to the winds of change. That day is past. Public libraries are facing head-in to that wind now and the result may be crippling both to the institution and to its patrons. When a public library — or any public service instituition — is required suddenly to be all things to all people and is provided with just a little more than nothing to accomplish that task, something will have to give.

Most public libraries are ready, willing and able to carry out their share of the common bargain. Unless increased support of a financial nature on all levels (national, state and local) is forthcoming, the effort will be a fruitless one.

VIRGIL F. MASSMAN
Executive Director

The James Jerome Hill Reference Library
St. Paul, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The everyday, general library needs of the vast majority of Americans are reasonably well met by libraries. (I am using libraries in the broad sense to include all sources of information.) However, many people in remote areas and students and faculty members in many small colleges in the United States for all practical purposes have virtually no access to what can legitimately be called library service. Similarly, and certainly as important, even in the larger libraries advanced research needs of a sizable portion of both the business-industrial world and the academic world are often met at only a marginal or less than marginal level of adequacy.

To resolve these problems we must ask some basic questions. How do many of the small public libraries and small libraries in educational institutions fit into the total library structure? Would an attempt to bring them to a minimal level of adequacy require an undue amount of money, and would the potential benefits warrant the cost? Would it be better to use financial resources in some other way? On the other hand, those libraries which have the resources to be able to contribute substantially to the information needs of their own communities and the communities outside of their normal boundaries need special assistance to make it possible for them to be able to extend their services to a larger public.

What we need is a carefully planned system of library cooperation beginning with consortia at the local level (such as the Cooperating Libraries in Consortium which includes the Hill Library and seven private college libraries in St. Paul and Minneapolis), state cooperative systems involving all types of libraries, then seven or eight regional systems (distributed on the basis of both population and geography), and finally a truly comprehensive collection at the Library of Congress (with a duplicate collection at St. Louis, Kansas City, or Denver, both for the sake of preservation for historical purposes and to provide better geographical access).

The local, state, regional, and national points in the network are necessary to guarantee expeditious and effective access to an increasingly comprehensive range of information resources.

Implementing such a program obviously will require federal funding because we cannot expect the major academic or public libraries to dissipate their resources by serving people outside of their normal boundaries nor can we expect the states to fund library service at the regional level.

Naturally such a plan will require a careful and detailed analysis of (1) where resources should best be located, (2) the depth and range of information resources needed at each level within the network, and (3) the best avenues to insure expeditious channels of communication. Obviously such a system will also require an intelligent, informed, imaginative, and dedicated staff.

To summarize briefly, we need a comprehensive plan for insuring access to a wide range of library resources. This plan must include a careful study of information needs at all levels; it must be a plan based on a rational analysis rather than on parochial interests; it must encompass all types of libraries; it must provide for increasingly comprehensive coverage at the local, state, regional, and national level; and it will require federal support. It can be done. It must be done.

JAMES J. MICHAEL

St. Louis Public Library
St. Louis, Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

It was with a great deal of interest and excitement that I received your invitation to submit written testimony for consideration prior to the regional hearing of the National Commission on Libraries and Information Science. I was interested in obtaining more information about the work of the National Commission which was supplied in your letter to me. I was interested also in reading President Nixon's remarks about the importance of libraries and information centers and about his hopes for the commission. I was excited because I strongly believe in the role that libraries have played and the potential role of libraries in our great free society. Since I am a librarian working in a public library in a metropolitan area, my remarks are directed primarily to that institution.

1. The public library is an important institution in our free country. This country was founded on the belief that people have both the ability and right to govern themselves. In order for a people to properly govern themselves there must be a knowledge of and access to resources, and one of the important resources to which people must have access is information. In a pluralistic society the informational needs of people are staggering. These informational needs are met in a variety of ways, such as radio, television, newspapers, magazines. Since, however, we encourage people to be informed and to make up their own minds, people need information not only on current issues, but they need to develop a sense of history and continuity with the past which will help them prepare for the future and make decisions for the future that will be in their own best interests. There is no institution in this country that can better meet these informational needs and permit freedom of access to information than the public library.

2. The public library is a free institution in a free society in that fees are not required to use the resources. But the public library is free also in the sense that it permits freedom of access to information. The public library does not ask why an individual wants this information, if he is qualified to use it, whether or not he understands what he has read, whether or not he agrees with what he has read, nor does it even ask whether or not the individual can read. The public library puts people in touch with the past, keeps them up to date with the developments of the present, and provides ideas and alternatives for the future. The whole idea of the availability and accessibility of information and ideas is essential to a free society. The public library is a most important institution in maintaining that freedom.

3. The public library is also a stabilizing influence in a community. Most people do not use the public library, but the support public libraries have received even from the non-using public is an indication that public libraries are necessary for the cultural, intellectual, educational and recreational life of a community. Most communities are willing to support a public library and are not willing to give it up even though the majority is not actively using that public library.

4. The public library will never be all things to all people. For some, however, it is everything, and it could be something to more people. (Library service to the blind and physically handicapped, for example.) Some people do not need the public library and still others do not want it. There are literate, upward-mobile who can easily bypass the public library as an essential source of culture, information, and education. There are those for whom the public library *is* essential, such as the poor, the aged, the homebound, the uneducated and the under-educated. The poor cannot buy books and subscribe to magazines and newspapers, and cannot involve themselves in the higher education opportunities in the country. They need the public library.

Although libraries have in the past been reasonably effective in responding on a personal basis to those using the resources and facilities of public libraries, the public library needs to be more diligent in responding to the needs of people on a one-to-one basis. The aged, because of small retirement income, immobility, fear of moving out of their home or apartment, need personal attention. The Right to Read program is not simply the right of every individual to develop the skill of reading, but is also the right to know, to be informed, to be educated, to grow intellectually, and to grow personally. Since newspapers and television and radio are not able to respond on a one-to-one basis to the inquiring mind and seeking mind, the role of the public library in the information and education fields must be developed. The public library must learn to be more responsive to individual informational, educational, and recreational needs.

The city of St. Louis has 100,000 illiterate and functional illiterate. These people have a right to learn to read and to be educated and to have access to the cultural, intellectual and economic resources of this country. The public library, as an old, established, operating institution in metropolitan areas can play an important role in helping people to share in the richness of our society. The public library cannot solve the economic, racial, educational problems of a community, but it is one of the important institutions involved in solving those problems.

5. Public library service must be primarily supported by its own community. The public library must learn to exploit its own potential as information, education, and recreational centers in its given community. Lack of funds on the part of a public library is no excuse for inactivity. Every public library in this country has money and its own local funding possibilities. Public libraries must learn to change, to meet people where they are, and to help people solve the problems that they face. When public libraries are, in fact, meeting the needs of their particular communities, they will receive the necessary local funding for a meaningful and continued operation.

6. To help, however, fully exploit the potential of the public library system in this country, it is also essential that state and federal governments help support the public libraries in two ways. First, state and federal governments should encourage and promote the public library system in this country by challenging the thinking of the library profession, library educators, and actual and potential library users. The President, congressional leaders and governmental bureaus should be aware of the historic role and the potential role of the public libraries in this country. It was most encouraging to read the President's remark in signing S1519 when he said, "Libraries and information centers are among our most precious national resources. Americans from all walks of life look to these institutions when they wish to expand their knowledge and wisdom beyond their own life experiences." This kind of encouragement and support must be fostered and encouraged among governmental officials.

Second, state and federal governments have a broader tax base than that available to local government. Seed monies and development monies are necessary for the full exploitation of library service to communities. Federal help is needed to encourage, promote and establish greater interlibrary cooperation. Federal help is needed to more fully establish the Library of Congress as a national library and to more fully develop Library of Congress as a central processing service for all libraries.

Federal support is needed for the development of public libraries as an institution encouraging and promoting self study and higher education. Colleges and universities throughout the country are beginning to grant credit by examination and external degrees as an alternative to the traditional formal educational process. Someone is going to have to help individuals prepare for credit by examination and for external degrees, when those individuals are not able, for whatever reason, to become part of the traditional higher educational process. The one institution in this country that has had a long history of promoting independent study is the public library. The public library system could become the independent study institution in this country, cooperating with colleges and universities to help people gain credits and/or a college degree apart from the traditional higher education which requires enrollment and attendance at a particular campus.

I do not believe public libraries should be supported by the federal government. I fully believe that the communities must support their libraries, but those aspects of public library service that require national cooperation and national development should receive both the encouragement and the financial support of the federal government. The federal and state governments of this free society must encourage, promote and support the idea of an informed public. To support the idea of an informed public is to support the public library system throughout the country.

HILDA MILLER
Head, Outreach Services

Cleveland Public Library
Cleveland, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Miss Clara Lucioli, our Director of Professional Services, has asked me to respond to your request for written testimony.

Cleveland Public Library serves the inner-city through its well developed system of branch libraries; through its Urban Services Department which has "mini libraries" in a number of social agencies and experiments with other innovative types of services; and through its Outreach Services which include Hospital and Institutions Department (including Judd Fund Division serving the shut-ins), Braille and Talking Book Department, and Bookmobile and Extension Service. Through these various agencies of Outreach Services we try to reach the homebound of all ages, the hospitalized and socially institutionalized, the elderly in homes for the aged, nursing homes and subsidized housing, as well as those needing the specialized materials available to people with visual and physical handicaps.

To make this testimony more pointed, we will limit our remarks to services to the homebound, and to those with visual and physical handicaps. If you wish us to testify in person, we will be happy to cooperate.

SERVICE TO THE HOMEBOUND

HISTORY

Cleveland Public Library became a pioneer in the delivering of library service to the homebound in 1941, when a legacy of approximately $500,000.00 was left to it for that specific purpose. Since that time, income on this amount has been made available each year as the library justified its budget for that purpose to the Cleveland Foundation which administers the fund. In the early days, this amount was fairly adequate but as the service has grown and costs increased so tremendously, it is woefully inadequate, and must be supplemented from the library's already overburdened general budget.

DELIVERY OF SERVICE

Judd Fund Division reaches the homebound in their own homes, in nursing homes and in homes for the aged, through a staff of professional and pre-professional librarians who travel throughout the city, reaching each person at least once every four weeks, using a small van truck. Persons are eligible if they expect to be homebound three months or more.

The Division regularly receives referrals in a variety of ways: from visiting nurses who routinely let us know of newly eligible clients, from the Board of Education which notifies us when a child is to receive the services of a home tutor, from our own hospital librarians when one of their patrons is able to leave but must still be homebound, from social workers, clergymen, friends and neighbors. In institutionalized situations, the librarians are made aware of newly admitted persons by their staff contact.

SERVICE AREA

The Division in 1971 reached 1,336 readers, of whom 60% were sixty years of age or older and 16% were of school age. During the year 368 new readers (196 adults and 172 children) were added. At the end of the year the active readers totaled 874. These numbers include readers in their homes, in almost all the nursing homes in Cleveland and in seven homes for the aged.

We serve the homebound throughout Cleveland, and any one day's visits might include stops in a variety of neighborhoods. At the present time, a quick glance at the schedules shows that of the approximately 875 currently active readers, 150 of them live in our inner-city and of the 50 institutions being served, 14 of them are located there.

EXTENT AND TYPE OF SERVICE

In 1971, Judd Fund Division circulated 71,300 pieces of library service materials, made 6,600 visits to patrons, and gave 234 programs—largely films—attended by 3,470 persons. The recitation of figures, however, does not do justice to the quality of work. Judd Fund Division gives individualized service to each patron; learning his interests and abilities, taking him a variety of reading materials from which he can choose what he wants (somtimes twenty or more on each visit), checking to learn if selections have been satisfactory, helping him develop his reading tastes, working with teachers and social workers if indicated, keeping complete records of what each reader has had so that there is no duplication in selections. The last point is important since many readers are patrons for many years: there are a number now receiving books who have been served by the Division for thirty years. The result of all this is that the service means a great deal to the patron: the mental stimulation and the contact and friendship with his personal librarian can be very important in his rehabilitation, or in warding off the effects of aging.

BUDGETARY PROBLEMS

Increased financial aid is imperative if the service is to develop to its full potential. We feel we have the expertise and certainly have the desire to improve the quality and scope of our work but cannot under present conditions. This year's grant is a holding one only, allowing for no development—yet it is still $10,000.00 under the minimum amount needed to cover the year's expenses.

PLANS FOR EXPANSION OF SERVICE

1 — Our prime hope is to give service every three weeks rather than every four weeks. We know, from previous years' experience when we were able to maintain such a schedule, that this is much more satisfactory, but demands on our time and money have made it impossible. This would, of course, involve considerable additional staff and at least one more vehicle.

2 — Be able to develop more programs—films, book talks and sharing, etc.—in homes for the aged and nursing homes.

3 — Do more work with phono discs and start work with cassettes.

4 — Build up a much larger collection of books in large print, which are so satisfying for elderly patients.

CONCLUSION

Judd Fund service to shut-ins is still almost unique in the country. In a city like Cleveland with a high percentage of elderly and homebound in the inner-city, it fills a definite need from both a library and a social point of view.

BRAILLE AND TALKING BOOK DEPARTMENT

Cleveland Public Library provides service through its Braille and Talking Book Department to the blind, visually and physically handicapped in northern Ohio, including Columbus, as one of the fifty-one regional libraries for the blind throughout the country. Service in the inner-city is identical to that in any part of the area, since all materials—braille, talking books, open reel and cassette tapes, and books in large print—are sent to the patron and returned by him free through the U.S. mail.

ELIGIBILITY FOR SERVICE

No problems arise about eligibility for those who are blind or who cannot see well enough to read ordinary print, but there is a great need to clarify "physical handicap." At present this refers to a person's inability to hold ordinary library service materials, or to the fact that he has a learning disability arising from functional disorders due to brain damage. This eliminates the many persons who could benefit greatly from the talking book program but cannot participate because their mental retardation is not caused by brain *damage*.

GROWTH OF THE PROGRAM

This service has grown greatly since the change in the law which allows service to be given to the visually and physically handicapped as well as the legally blind. In 1971, for example, our Braille and Talking Book Department served a total of 7,845 patrons, an increase of 36% over 1970, and circulated 279,386 items, an increase of 15.5% over that same year. We anticipate a continual growth, as more local libraries, through demonstration talking book machines and records received from us, make their public aware of the service.

FUNDING

In Ohio, the formula of funding the regional libraries for the blind through aid from our State

Library is based on service rendered the previous year. With the steady increase in demand in recent years this has put a great drain on our local Library's finances: it does not support current needs or allow for any growth factor.

In 1971, state aid payments here were as follows:

For service to the blind and visually handicapped

Base payment (Cincinnati, the other regional library in Ohio receives a like amount, despite a much lower circulation)	$15,000.00
For services to 3,549 out-of-county readers @ 17.00 per capital	60,333.00
	75,333.00

For service to the physically handicapped

475 out-of-county readers (paid from Title IV-B of the federal Library Services and Construction Act) @ 17.00 per capita	8,075.00
	$83,408.00

However, during that year we served 4,823 out-of-county blind and visually handicapped, plus 763 out-of-county physically handicapped readers. This means that Cleveland Public Library had to absorb the costs of these 2,512 additional out-of-county readers plus that for 2,259 patrons in Cuyahoga County.

LIBRARY SERVICE MATERIALS

Most library service materials distributed through this Department—books and magazines in braille and talking book records—are furnished in good supply by the Library of Congress. Inevitably, for the omnivorous reader, the 4,000 plus titles in the talking book collection do not satisfy all needs. Talking book machines themselves are readily available free from distributing agencies.

Books on open reel cassettes and tapes are received from the Library of Congress in limited duplication. Demand for cassettes is increasing steadily despite the fact that, for the most part, patrons must supply their own machines. To fill the requests, we must make our own duplicate cassettes, buying the tapes through very limited gift funds.

There is no provision made for the purchase of books in large print, another category which is meeting a continually expanding need for persons with limited vision. Fortunately for patrons of our regional library, Cleveland Public Library's collection of books in large print, meant for local readers, is available to them through the mail.

EQUIPMENT

Money is not available for purchase of necessary equipment. Because we have been fortunate enough to receive considerable funds from interested citizens, we have been able through the years to buy some urgently needed equipment to keep this growing and vital service functioning reasonably well. We have, for example, purchased several rotary files, open reel and cassette duplicating machinery.

Currently we feel a great need to have an Apollo laser beam reader that could be placed in our main library so that the tremendous wealth of reference materials there would be accessible to students and all others with very limited vision. The cost of several thousand dollars is prohibitive, however. Even a braille typewriter costing about $450.00 —an item that would help greatly in communicating with our deaf-blind readers—is beyond our budget.

COMMUNICATION

Direct communication with patrons is of tremendous importance if we are to give optimum service to these people to whom books and other reading materials are even more important than to the sighted, non-handicapped person. Locally we and our readers do use the telephone freely and find it very satisfactory—but to do this in most of the 58 other counties we serve is expensive, in terms of restricted funds of readers and agency. Having WATS lines in and out would be a great asset.

Again, it would be most desirable to have enough staff, and enough money for travel, for them to occasionally visit patrons locally and to spend more time with other libraries in our area which hope eventually to become sub-regionals in the system.

STAFF

A regional library for the blind is complex and expensive to administer: it is part of the local library, has close ties with and responsibilities to the Library of Congress, and must work smoothly with state and local agencies—governmental and volunteer—serving the blind.

In addition to the normal library routines, there is a tremendous amount of physical labor involved, since most of the materials circulated — braille books and talking books on discs—are bulky, heavy items. Approximately nine hundred of these items go out each working day and a like number return that same day. This alone requires a stall of shipping clerks.

To serve patrons best, the Department must keep careful records of readers' interests and material they have had, so that there is no duplication. This again is a time-consuming operation. At the present time, the Department is converting its records to use with a mini-computer so that hopefully we can have complete control of circulation records.

With the present funding, always a year behind our current needs, it is not possible to hire sufficient staff to keep up with the volume of the work and maintain the standards of service that we want to give and that our patrons rightfully expect.

CONCLUSION

Service to the visually and physically handicapped readers is a well-organized service that is vitally important to a segment of the population who are very dependent on it for recreation, mental stimulation and the maintenance of contact with the world of ideas. If it is to meet its ever expanding potential for service, it needs more funding, with standards that will allow for equal growth in the various states.

CHARLOTTE S. MITCHELL
Director

Library Resources and Services
Miles Laboratories, Inc.
Elkhart, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for your invitation to submit testimony for the regional hearing conducted by the National Commission on Libraries and Information Science. I appreciate the opportunity to comment on the problems of special libraries and their users.

There have already been many important general statements made about the needs and the problems facing the libraries and information services of the nation. I do not wish to merely repeat what has been said though I support and agree with them.

Rather I wish to present some more specific problems that I see both from my own industrial situation and from my association with other special libraries in the indepth indexing and organization of ters. I wish also to point out some activities in this region, which are contributing to solutions on one hand, and creating problems on the other.

These problem areas relate to the place of special libraries in the national network systems, the problems of their use as sources of information and the realization of benefits by special libraries from national or regional programs already established for the acquisition, organization and retrieval of information materials in all formats.

Recognition of Special Library Resources

The growth in number of special libraries in recent years has followed the realization by industries and other organizations of the need for organized and available information to further their goals. These libraries have traditionally collected and preserved extensive information in their special subject areas greater in scope and intensity than other libraries. They surpass large research libraries in the indepth indexing and organization of the information in their collections. Much of this information is the type which is frequently discarded as ephemeral by other libraries, but which, nevertheless, serves or can serve as a valuable resource for research or historical studies. As a typical example I can cite the use of our Miles Library files on various aspects of the pharmaceutical-chemical industry for research work as well as teaching material by the faculty and graduate students of Notre Dame University, our close neighbor.

Although these libraries are of considerable value to their parent organizations as well as to others outside, their existence is frequently threatened by fluctuations in the economic climate of their supporting group and have sometimes been eliminated on this basis and the collection dispersed or left to gather dust.

With the exception of the large, nationally known governmental or organizational libraries there is not sufficient knowledge of the importance of these special, indepth collections. Neither the parent organizations or the library community has fully recognized the part they should play in local regional and national planning for library resources and services. They have tended to be outside the mainstream of library activities and problems.

It is hoped that the work of the National Commission on libraries and Information Science will result in more participation by special libraries in cooperative planning of resources and in network operations at local, state, regional and national levels so that they can contribute to the overall program of meeting the needs for library and information service nationwide.

It is encouraging that in Indiana some effort has been made in this direction. The Indiana Library Studies program has produced a *Directory of Special and Subject Collections* which provides a guide for other libraries in locating special information when necessary. The State Library has also served as a referral center for reference service requested from all types and sizes of libraries in the state. The special libraries in the state have also been included in pilot network programs and other activities generated by the state library in recent years.

However, we have also experienced the frustration and exasperation of spending staff time and money contributing to a statewide program of compiling a computerized serials data bank, which was then not compatible with the regionally planned medical library serials data bank. Justification for developing a new input data supply could not be found.

The influence of the Commission could be helpful in preventing the proliferation of isolated cooperative efforts that cannot be merged with larger programs to become part of the national network system.

Problems With Use of Special Library Resources

Having established the value of special library collections and their potential, we must recognize the problems of their availability and use when they are privately owned and supported. While many such libraries are hospitable and generous in service to the occasional student or researcher seeking special information, they are usually limited in the service they can provide, because of policy restrictions or lack of support for sufficient staff from the parent organization.

To bring into and extend the use of these special resources in the national program of library service, efforts must be made to educate the policy setting groups controlling them on the contribution they can make through broader use of their libraries. This can be developed within the concept of the growing awareness of social responsibility of industry.

There must also be methods developed to support the cost for service provided beyond what could be considered economically feasible by a corporation. It is already common practice for university and research libraries to charge industries for library service. To the extent privately owned special libraries will freely and extensively provide information and service not conveniently available in publicly supported libraries, some remuneration must be established whether it be direct charges or tax benefit. Consideration of this question by the Commission is essential.

Problems in the Acquisition and Organization of Materials

Another problem area for special libraries is the need for original cataloging of much of their material. Many items, some of which are not copyrighted, are not included in the card production program or are so delayed in their inclusion that it is of no benefit. This means that duplication of effort in classification and cataloging is still necessary, though we have long supported the program that has eliminated the repetitive analysis and processing of bibliographic data. We would urge, therefore, that the Commission direct its attention to the expansion of the LC cataloging program and also to the promotion and extension of more cataloging in source to cover more than standard text, monograph and trade publications.

Special libraries share with others the need for improvement in methods for the location and acquisition of specific materials for their users. They suffer from the difficulties of finding a specific item because of the inadequacy of union catalog activities as well as the vagaries and inefficiency of the U.S. mails. They often have the advantage of using more sophisticated and costly means of securing them, such as WATS, Telex, direct telephone lines, and facsimile transfer of printed documents. Many of them are already involved with advanced information systems using a variety of equipment. In spite of this, we look to the improvement and standardization of equipment necessary for the various forms of information now in our collections such as film, fiche, cassettes, and magnetic tapes. We look also to the continuing progress in technology application that will make information handling and transfer systems within the economic reach of all libraries.

MOLETE MORELOCK
Interinstitutional Library Services

Purdue University
Lafayette, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Library Systems

1. University Wide

Purdue has a system of regional campus libraries supporting the instruction in Purdue courses over the state. These libraries are small in comparison to the library in Lafayette. They are getting more independent all the time but they still support staff with offices in the general library of the parent campus. Requests from these campuses are given expedited service partly because we have a telephone system over the state, SUVON (State University Voice Network). Indiana University has a similar and perhaps more complicated system with its statewide campuses. Due to slow mail service, prompt delivery of copy is sometimes a problem. Two or three types of delivery have been tried.

2. Four State University Library System

The universities have from the start had different missions. Indiana University has strong schools of Humanities, Music, Medicine and Dentistry. Purdue has strong schools of Engineering, Agriculture, Home Economics and Science. Ball State and Indiana State have long been strong in Education and have recently been gaining in other fields. The libraries have grown in the fields of specialization on each campus.

Since 1969 the four state universities in Indiana have had a cooperative library agreement. All students (graduate and undergraduate), faculty and staff may check out books from any other university by presenting a university I.D. card. Requests from universities are given expedited service. Some of these requests come over the SUVON and some come through TWX. We not only cooperate in loan and Xerox service but give assistance in cataloging, reference and exchange bibliographies. A system of more rapid delivery would help.

3. Statewide Library System TWX

Through the State Library and LSCA we have a statewide TWX system. This system services the public libraries in the state through a series of Center Libraries and satellites. Miss Foote, State Librarian, will explain this network I am sure. The state university libraries, along with the State Library, act as resource centers for this system. There are, however, areas in the state that are not served because they do not have a library. More than 10 percent of the people in Indiana are without direct library service. [In 1971 there were 4,610,748 served and 584,212 not served.]

4. Center for Research Libraries

The Center for Research Libraries has long acted as a focal point for certain library services in this region. It now has members on each coast. This has great potential in service to the research community. Membership is presently so expensive that some libraries find it hard to continue.

5. Medical Library Network

Assistance in the field of medical information and literature is available in the state from Indiana University Medical School Library. This, tied in with the Midwest Regional Medical Center at Crerar, and the National Library of Medicine gives good service to medical personnel. The Medical Library is now able to do this with federal help.

Other Cooperative Systems

1. Committee on Institutional Cooperation

The Committee on Institutional Cooperation has been active in the midwest since 1958. CIC was started by the presidents of the Big Ten universities and the University of Chicago to expand opportunities in specialized areas of instruction, research and public service. The organization includes representatives from the University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Purdue University and the

University of Wisconsin. The libraries have taken little part in it except in the case of traveling scholars who are, of course, accorded library privileges. This is a possible vehicle for further cooperation.

2. Indiana Higher Education Telecommunication System (IHETS)

In Indiana we have an educational television network with nodes in different parts of the state. This has not been used by libraries but does carry some continuing education courses. The university libraries have been invited to make use of this system.

NEEDS

1. Williams and Wilkins report

The flow of information will be greatly curtailed if the Williams and Wilkins report is upheld. Approximately two-thirds of the information requested from Purdue Libraries during this past year went out as Xerox copies. With the present squeeze on finances and personnel, libraries could not serve the intellectual community with a restriction similar to that suggested in this report.

2. State Serials List — Bibliographic Center

Indiana has made a start on a machine readable state serials list to which the major libraries have contributed (university, college and special). It is not in MARC format. We are studying the feasibility of having a local Bibliographic Network using MARC tapes and serving this whole area, public, special, college and university libraries. A broad machine readable data base could afford catalog information, serials control, and perhaps lead to cooperative acquisition. A project of this size would need financial help. In this network there would be the added need for speed in transportation.

3. Service to the unserved

Some system should be devised to serve the almost 600,000 people in Indiana without direct library service. I suspect there are some unserved in other midwestern states.

4. Continuing Education

We should develop some form of systematic continuing education. With the constant change in our society and technology, people should have a good opportunity to keep up with developments at least in their own field of endeavor.

Perhaps something on the order of an open university making use of the newer media would be an answer to the last two needs. One unit might be a Book and Media Mobile that could go into unserved areas and have instruction units on tapes, cassettes and other new media. It should also have a communication unit to tie in with the State Library or Bibliographic Center.

In any cooperative system the brunt of service falls on the larger libraries. While the have-nots must be served the haves must be compensated for the time and materials used in giving service.

JOHN W. MURDOCK*
Manager
Information Systems

Battelle
Columbus Laboratories
Columbus, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

This information is in response to your letter concerning statements on local and national needs by those who use and those who provide library and information services. You asked for my view of the role of the privately supported laboratory in fulfilling the national needs for scientific and technical information. My answer is based upon my experiences in a not-for-profit corporation whose broad objectives are the advancement and utilization of science for the benefit of mankind through the processes of technical innovation, and the better education of man.

One role of such organizations toward fulfilling the national needs for scientific and technical information is to perform research for the purposes of obtaining scientific information to be published in a treatise, thesis, trade publication, or any other form that is available to the interested public. This suggests to me that the Commission should include such products of research institutes like Battelle among its programs considerations related to the production of scientific information in a form more useful to disseminators and users of scientific and technical information. For example, information analysis centers which are often located in privately supported laboratories, produce among other products, state-of-the-art reports, reviews, and research memoranda. The reports are intended essentially for peer usage. Perhaps the Commission could derive mechanisms to provide for the repackaging of much of this information for broader dissemination.

Some privately supported laboratories have excellent libraries in their specific areas of endeavor and also because of their location have already developed excellent community ties. Where it is consistent with the purpose of these laboratories, the Commission might consider enhancing these libraries to serve the needs of the communities in which they are located.

Further, the enhancing of the libraries might be extended to form a series of national libraries, each functioning in its area of greatest strength. These libraries each would then serve national needs in its subject area and have the advantage of being associated closely to scientific and technical persons active in the field.

Within the context of the evalution of the libraries of privately supported laboratories to respond to national needs for information, the participation in a national network of libraries and possibly of information analysis centers could be developed. Since the nation does not have a national scientific and technical library (except medicine and agriculture), it might be economically advisable to designate certain libraries as regional resource centers and to contract with them to provide a decentralized national S&T library for the nation and to network them together electronically.

I would like to take this opportunity to offer some of our findings in research on libraries and library needs.

Identified local and national needs. Our work has identified certain problems and needs of libraries and information centers:

A. Education of librarians and information scientists.

Unfortunately many libraries and library schools are caught in the time lag and are years behind current needs. The needs of society have changed with the changing technology, with improved transportation and communication, with migration of people, and with the problems of illiteracy and poverty which become more critical as society increases its educational level.

Libraries and library schools are not addressing these problems. There have been a few experimental programs but no overhaul of the system. Librarians in the public and academic sector should be social scientists and educators rather than selectors, catalogers, and keepers of books. The emphasis of their jobs should be on the identification of the needs of their users and potential users in the community and meeting those needs with library services.

The large urban libraries particularly should be information centers in the broad sense. This requires information scientists on their staffs who can identify, collect and make available reports, studies, data (such as the census) in a quick response mode to business, government, planners, etc.

Library and information science schools should train some managers, planners and evaluators by adding such courses (through other departments of their universities) to their curricula.

B. Need for cooperative planning and networks among different types of libraries within the community, state or region.

Carefully designed networks can provide for:

- cooperative acquisitions of materials
- sharing of qualified personnel
- efficient processing and accountability of materials and transactions
- time savings to the user
- quicker delivery of materials to the user
- wider availability of materials to users.

C. Need for public and academic libraries to join other social agencies in an attack on illiteracy, poverty, and in providing services to the institutionalized and the handicapped.

The library should not live in isolation as a separate institution. It cannot do the job alone and therefore should recognize what its role is and cooperate with others working on other aspects of the problems of the community. The library is essentially an educational and informational institution in the 1970's. An example of ongoing cooperation of this kind is the program of the Appalachian Regional Commission in Adult Basic Education. The library and the adult basic education relationship is being studied.

D. Need for strengthening state library agencies.

The state library agencies are the funding mechanisms for federal and state funds for library services. They are in most instances big businesses. They require management techniques and tools (computers) commensurate with the jobs they are required to do.

Further, the state agencies are called upon to provide special services, information and knowhow in the areas of poverty, illiteracy, service to institutionalized, shut-ins, handicapped, etc. Their staffs will have to be augmented to do these things. Also the state agencies are becoming the planners, the researchers, and coordinators of all library services within the states. These jobs require specialized staff.

I hope these comments and observations will contribute toward your objectives. I will be glad to pursue them further any time you may wish to do so.

LEWIS C. NAYLOR
Director

Toledo-Lucas County Public Library
Toledo, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Your invitation to submit testimony on the problems of public libraries for consideration by the National Commission was received with mixed emotions. On the one hand, I was excited by the opportunity to express concerns about public libraries. On the other, your submittal date precluded a thoughtful analysis of what has changed Since the publication of *Libraries at Large*. I suspect that my comments may be merely corroborative and add little that is new. The enclosed paper is based on impressions and observations after thirty years of professional activity.

The most frustrating problem facing public libraries today is the imbalance between the tremendous amount of time and energy devoted to problem indentification and the infinitesimal time and effort devoted to analyzing those problems and finding solutions.

During the past ten years, hundreds of committees, task forces and ad hoc groups have been appointed, or met by consensus, to discuss library problems. These groups have operated at all levels — local, state and national. They have been appointed by, or responsible to, various authorities — boards of trustees, local, state or federal governments and state or national library associations. Occasionally there have been joint enterprises. With little time and less money, the busy people appointed to these committees have compiled data, identified problems, written reports, and returned to their jobs.

In some cases summaries of committee findings have been published in library journals; in other cases, reports have been interpreted and published in book form; in others results have been used as discussion topics at professional conferences; in still others, the reports have been used only to justify the purchase of additional vertical files. Occasionally another committee has been appointed for further study. Very seldom has an organized, scientific effort been made to solve an identified problem.

The basic problems which face public libraries refuse to be talked to death. They are not intimidated by exposure in print. Their life expectancy far exceeds the capacity of responsible leadership to overcome complacency or procrastination. Problems have no obvious fear of age or obsolescence, nor do they seem to tire of the game. The only strategy for defeat is confrontation. Only a bold, well-organized plan of attack, supported by courageous, sincere and informed field troops, will force a problem to retreat.

In 1969, *Libraries at Large* evaluated and interpreted the materials and testimony previously submitted to the National Advisory Commission on Libraries. The problems which were isolated and described in 1969 are equally relevant and unchanged in 1972. So far, no organized effort has been made to find lasting solutions.

In 1972, ALA published *A Strategy for Public Library Change* which reexamined the public library phenomenon. The project was initiated by PLA, sponsored by ALA and jointly funded by the Council on Library Resources and the National Endowment for the Humanities. Again, an extremely competent, professional committee collected and evaluated data, articulated goals, defined critical problems and made recommendations. Committee findings included the consensus that public libraries need action on problem solving rather than further major inquiry.

The nation's files are bulging with materials which identify critical library problems. The National Commission could perform a profound service to the entire information service industry of the country by recommending or taking steps to establish at a national level a department of library and information research.

Such a department, adequately funded and staffed, could concentrate on identifying public service needs and developing new operational techniques for meeting them. It could analyze current and future problems of service institutions, establish priorities, experiment with solutions, recommend standards and guidelines, and perform a multiplicity of other functions which are not possible with volunteers from professional associations and publicly supported institutions. It could provide the research time, expertise and funds to do the kind of job that needs to be done.

As a preliminary step, the National Commission might evaluate the excellent work of Allie Beth Martin and her committee in *A Strategy for Public Library Change*. The development of a format and a vehicle for the implementation of those recommendations would give public libraries new courage, hope and enthusiasm. In our critical environment, action is a key word.

Other types of libraries are surpassing public libraries in identifying and performing their functions in our "Future Shock" society. The public library in particular needs the efforts of the National Commission to strengthen its capacity to make valid and vital contributions to American life. It needs more tangible evidence of interest and support. The time is now!

THE PHENOMENON OF PUBLIC LIBRARIES

In the traditional concept, the public library was considered by the citizenry at large to be a place to get a book to read or, in some cases, to do some reference work in a specific field of knowledge. As a result, the library was geared to white, middle-class America, in its pursuit of further education, culture, recreation or stimulation. Librarians were inclined to buy "books of lasting value" in as many general subject fields as possible. Collections were indexed and organized for the scholar or the sophisticated user. Rules and regulations were adopted to protect resources, and perpetuate the sanctity of the printed word.

In the 1970's, librarians have suddenly discovered that there is a whole new world outside the ivy-clad walls. Society has changed. Today's citizen is involved in an ultra-competitive environment. Successful competition frequently depends upon knowledge, skill, training and just plain preparedness. It also depends upon an awareness of life in all its multifaceted complexities. It places a new emphasis on information resources in purpose, accessibility and usability. The role of the public library has been changed inadvertently from casual reading to information science.

During this period of social evolution, technological change has been the chief medium of creative expression. Information resources of libraries played a dominant role in the technological revolution. But technology itself has created new life and work patterns for individuals as well as for business and industry. A healthier economy has raised the income levels of a larger percentage of the population while increasing time for leisure pursuits. For that segment, information is increasingly important for job retention and advancement, the worthwhile disposition of increased income, and guidance in the use of leisure for pleasure or self-fulfillment.

For the less fortunate, libraries have an even more important role to play. The six million unemployed have a critical need to improve employability. The retired segment needs assistance in filling unoccupied time. The handicapped have yet another category of need which libraries must recognize and meet. The inner-city populations have their unique problems which libraries can and must help to alleviate.

The traditional concept of the public library is obsolete. The majority of libraries continue to operate with the "knowledge warehouse" orientation — the "good book in its field". Too often little thought is given to "good book for whom?" or "for how many people?" Too often the "good book" (to the librarian) is used by too few, while the real needs of larger groups are unidentified and unmet. As a result, the level of expectation of large portions of the population has degenerated to a point of non-use.

Many librarians and library boards are frightened at the prospect of change, consequently, the numerical majority of libraries are poorly managed and management styles are inconsistent. For example, little attention has been devoted to marketing techniques. The identification of consumer needs has been casual at best. Attempts to identify needs of potential consumers are recent and sporadic. The selection of target groups and the development of appropriate resources and services —arranged, packaged, publicized and delivered— are innovations with which most librarians are not prepared to cope. Even the rules and regulations for library use create physical and psychological barriers.

The business world invests millions of dollars a year in research. The fragmented research for public libraries is usually limited to a "special project" in a local situation or a particular type of library which may or may not be applicable elsewhere. Much more emphasis must be placed on research at local, state and national levels with particular attention to problems which are common to public libraries. Larger libraries need resident staff who are trained in research, systems analysis and the planning process for constant evaluation and development of operational as well as service programs. Librarians must overcome provincialism and demonstrated reluctance to become involved in joint or cooperative efforts with other libraries, with community organizations, with educational institutions and with other agencies of local government.

In general there seems to be a minimum of modern science and technology applied to the management of libraries. Although the results of several cost studies of specific functions are available in library literature, many librarians are reluctant to apply them or develop their own. Programming Planning Budgeting is, for the most part, foreign to library administration. Most libraries spend little time analyzing operational costs or measuring the effectiveness of service programs. Many librarians have resisted the automation of routine procedures. Management is hesitant about involving staff in the decision-making process or the community in service development input.

Libraries of all types suffer from underdeveloped public relations program. Because of the lack of exposure, their respective publics are uninformed about library resources and services. People do not know what the library has to offer nor what to expect from it. Consequently, many question and answer columns—Zip Line, Action Line, etc.—appear in daily newspapers across the country. Columnists, of course, get their answers in large part from the local library. Such activity only confirms the need for information and more sophisticated approach to meeting the need.

Retarded development of libraries in some cases is partly due to librarians and partly to boards of trustees. In some instances, an ultra-conservatism is highlighted by preserving the status quo and defending local autonomy. Authorities are either too limited in concept or too shy to sell the importance of libraries to fund-allocating authorities; too apathetic to compete with other political subdivisions for funds or to become involved in the political process. To such controlling groups, efficiency and economy mean "don't spend money". They accept arbitrary allocations in grateful avoidance of confrontation with budget authorities or with the planning effort necessary for service improvement.

A part of the public library problem must be attributed to the failure of library education. In too many cases changes in library school curricula have not kept pace with societal changes. Graduates have not adequately been prepared for evaluation and change. Paradoxically, many changes which have been effected in operational equipment and methods have been developed by non-librarians; identification of new or changing service needs have been thrust at libraries by potential consumers or special-interest groups. Professional schools are being forced to "tool up" for the new model librarian.

The professional associations, comprised as they are of librarians and library-interested members, must accept a fair share of responsibility for the slow development of public libraries. At both the state and national levels, associations have placed more emphasis over the years upon social, commercial and structural aspects of organizational activity than upon professional preparation to meet changing or unmet service needs. A concerted effort must be made to provide leadership at state and national levels to analyze identified problems common to public libraries, establish priorities, find alternate solutions and communicate with librarians and trustees objectively, professionally and meaningfully.

In any discussion of public library problems, the most critical issue has long been identified as financial support. Authorities historically have insisted that library service was a local matter—locally supported and locally controlled because, for the most part, they are locally used. As a result, the most common tax bases for library support have been cities, counties or school districts, supplemented by federal or private funds.

During the last thirty years, the two dynamic forces behind the social changes which affect libraries are perhaps the changing population patterns and the emphasis on scientific and technical research. The implications of such change include society's changing needs for communication and an emergence of new responsibilities for public libraries. The impact of such broad change will increase the quantitative, qualitative and immediacy of demand for library service from all social segments. The new and active role which the library must play in our changing social environment will require a larger public support.

The patterns of financing libraries are diverse and complex. The mixture of local, state, federal and private funds expended by individual libraries, library systems, consortia and various other types of joint or cooperative service organizations compounds the problem of accurately identifying the fund sources applicable to specific functions.

The problem is further compounded by the lack of uniformity in accounting and reporting, the questionable adequacy of library statistics, and the absence of appropriate national guidelines to establish uniformity, comparability and efficiency in operation, evaluation and planning. Because of such diversity, libraries suffer from insufficient funds to meet current needs; there are widescale inequities among libraries; and there is a lack of dependable bases for future planning.

It is inevitable that (1) more federal funds will be required to compensate for the inadequate support picture in the large city library which must function as a resource center for a broader area, and the costs of the changing patterns of service to meet inner-city and other specialized needs; (2) more adequate and dependable bases of local support must be developed, and (3) more funds must be diverted to the research and planning process, both to identify needs in respective service areas and to develop services to meet those needs, and to evaluate services, measure effectiveness, analyze costs, and devise financial support patterns to provide essential services.

Today's libraries are challenged to focus attention upon people instead of collections. When service programs affect the function of people—individually, or collectively—for the improvement of society as a whole, the results become socially desirable. When services become socially desirable, ways will be found to finance them. Attempts to solve the problem of inadequate funds have been fragmented, short-range and ineffective.

Overcoming current inadequacies is one thing; a plan to resolve inequities and develop a sound financial base for the future is quite another. Immediate action should be taken to provide supplemental funding during the present crisis and a short-range transitional period. Concurrent with that action, steps should be taken to initiate at a national level a research and planning program to provide a sound, uniform, dependable, and adequate source of income for the inevitable needs in the long future. Only then can public libraries accept and meet the broad range of responsibilities commensurate with the expanding needs of a changing world.

DOROTHY S. OVERMAN
Field Associate in Continuing Education

Bi-State Regional Medical Program
St. Louis, Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Recently, as a professional medical librarian I expressed some strong opinions triggered by a discussion led by Dr. Estelle Brodman. They are based on observations pooled during some fourteen years of library experience, almost five of which have been in the medical field. Doctor Brodman asked that I present these ideas to you as testimony for consideration at the meetings on September 27, 1972.

My present and most deeply felt concern is the community hospital health sciences library. As a Regional Medical Program, program staff member responsible for liaison with the medical information area, I am disturbed by several currently developing trends. The first is that federal dollars for future library education seem to be destined to support the more sophisticated and the Ph.D. programs. The second is that a number of R.M.P. library programs are being phased out after a short life span — the *only* programs geared to the grass roots level in existence in large segments of the country — a one-to-one interaction with the community hospital "librarian".

I have served as field librarian at Bi-State Regional Medical Program for sixteen months — the rest of my health sciences library experience involved three years of medical librarianship at a 285-bed community teaching hospital with a nursing school of 150 students, seven interns and several residents. I completed formal course work for an M.S. degree with emphasis on medical librarianship at Drexel University a year ago.

From my particular vantage point, it appears that the formal training of Masters Degree medical librarians seriously needs restudy. Furthermore, I firmly believe that health sciences libraries are not just the "frosting on the cake". They can and should be an integral part of the hospital's continuing education program.

Fortunate indeed is the person whose training includes exposure to the actual operation of a clinically oriented hospital health sciences library, as well as to the theory and perspective provided by formal education. *Both* are needed and perceptive planners will no doubt incorporate internship programs for future librarians at the library school level.

But none of us can wait for the system to change by following this route — not the "librarians" I serve, the medical and paramedical personnel long and far removed from centers of education, nor the patients we together serve. I believe a hospital "librarian" is a very real member of the health care team. Unfortunately, too few hospital staff members see real aggressive librarianship. What they perceive as library service does nothing for anyone. Few hospitals under 200 beds hire anyone for even half-time responsibility for library service. The library is thrust upon a secretary or medical records department administrator. This "librarian" generally feels overburdened. She is not interested nor accessible enough to perform library service for anyone, should anyone happen to show a glimmer of interest in her closet-sized collection of randomly chosen, scarcely relevant materials, neither arranged nor cataloged for easy independent access.

Giving the rural communities and urban ghettos the materials, filling shelves with unread books will not do the job. Much tedious work is ahead. We must prod by whatever means is at our disposal for more effective distribution and use of modern medical information. The hospital librarian must be an active, respected member of the hospital's library committee. The rigidity index of the professional library group as well as the medical profession must be lowered to create a real climate for continuing growth of personnel in each discipline. Medical education is changing; so must the education and training of the medical librarian — including the person who, without formal training performs that function.

My plea is for support for library internship in an approved hospital library setting, handpicked for the purpose. It must be modern enough to permit the librarian — be she a graduate student or practicing staff secretary motivated to learn the procedures — to be included in teaching rounds and introduced to what really goes on clinically. This seems a valid way to make the librarian an accepted member of the health team.

But beyond that, I believe a hospital librarian's education ought to include something like my exposure to the cries of a woman with a gangrenous abdomen the night before she dies. She would *never* forget, were she to learn as I did, that this poor farm wife, so important to her family, died needlessly because her ruptured appendix was misdiagnosed in her rural community as an ulcer needing dietary treatment. Even as late as 1967 the knowledge and its proper application were out of this unfortunate woman's reach. Our hospital had on its shelves Cope's *The Early Diagnosis of the Acute Abdomen.* Trained librarians know the patient's problems could have been puzzling to any diagnostician — but concern grows over whether her rural physician could or would be encouraged to access the medical information system in any form, in his community. (The precedent-setting Darling Case has been widely enough publicized to stimulate the evaluation of care against the *best* practices rather than generally accepted ones.)

In our Bi-State Region of eastern Missouri and southern Illinois, we have been circulating the expanded Stearns core collection of 132 books and 38 journals to interested regional libraries for one-month's use. I have not devised a formal method of evaluating its use. But I have in my confidential files, a testimony in a handwritten note of appreciation. When this local "librarian" displayed our core collection in her hospital, three doctors came to pore over one new surgery text the night before scheduled surgery, returned the morning of the surgery, and then completely amazed the "librarian" by sending her a stat call for the book during surgery. This "librarian" in her fifty-bed hospital is as impressed with library materials as we at Bi-State R.M.P. are impressed with how far we have to go in support of continuing medical education.

I earnestly hope that the decisions reached following your committee's deliberations will result in the firmest possible support for increasingly broader dissemination and use of medical information at the grass roots level. If I can furnish additional information, please get in touch with me.

A. CHAPMAN PARSONS
Executive Director

Ohio Library Association
Ohio Library Trustees Association
Columbus, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for inviting me to submit testimony for the consideration of the National Commission on Libraries and Information Science during the hearing in Chicago, September 27, 1972. I am particularly pleased to comment on the role of the state professional library association and how it can contribute to better statewide library service.

In 1968 the Ohio Library Association (membership 2400) and the Ohio Library Trustees Association (1600) approved the Ohio Library Development Plan. The Plan provided for: (1) the establishment of Area Library Service Organization (systems), (2) the establishment of a Reference and Information network to meet specialized information needs, and (3) strengthening the State Library of Ohio to enable it to carry out its statewide responsibilities.

In 1969 legislation to implement the Ohio Library Development Plan was approved.

The responsibility for so great a change in the reorganization of priorities for statewide library service falls on many shoulders. There are local responsibilities which fall on the various boards and governmental authorities at the institutional level. There are state responsibilities which should be assessed as a part of its total commitment to the total development of educational facilities at all levels. But perhaps the greatest responsibilities lie with state and national professional library associations.

In fulfilling their objectives associations should strive to make the library a vital force as a center for the communication of knowledge and ideas, to make library resources easily accessible to all people and to improve professional standards of librarianship. Every state professional library association should interpret and adapt national library standards and programs within the state and when possible, offer national leadership through the excellence of its programs and the achievements of its libraries.

State library associations should cooperate in enlisting public support necessary to carry out a positive legislative program. A strong state legislative network will provide a strengthened national legislative network for the future.

State library associations should develop and support plans which utilize all the library resources of the state to provide better library services to greater numbers of people through more efficient use of resources and facilities. The Commission should encourage and provide guidance for nationwide development of interstate library compacts.

State, regional and national professional associations should cooperate with other governmental agencies to facilitate:

1. The training of library personnel and continuing education for library trustees.
2. The recruitment of talented people to the profession.
3. The creation of a climate of understanding for interlibrary planning and development.
4. The interpretation of professional ideas to governmental agencies and to the public.
5. The certification of librarians and the accreditation of libraries.
6. Research in library administration and development.
7. The continuation and evaluation of planning at all levels of library service.
8. The initiation of studies and the publication of materials which will be helpful to professional and trustee associations, libraries and other agencies.

The libraries of this nation are carrying a heavy educational load. Increased school enrollment at all levels, broad expansion of education beyond high school, and new types of educational challenge at all levels combined with the inflationary spiral have caused fewer materials to be purchased. This library financial — service crunch has left professional library salaries lower compared to other professions and new library construction and library maintenance has fallen behind — just to keep library doors open.

Much has been accomplished by the creative and highly motivated leaders in individual membership professional library associations. During the past five years several state and regional professional library associations have organized full time executive offices staffed with professional leadership. They operate with marginal budgets and are seldom able to initiate projects with even modest expense attached. I believe the National Commission on Libraries and Information Science should encourage the program of work of state, regional and national professional library associations by performing in depth studies or surveys which can help to develop plans for the coordination of association activities at the state, regional and national levels.

Please be assured that the Ohio Library Association and the Ohio Library Trustees Association stands ready to assist the Commission at any time.

IRA PHILLIPS
Executive Secretary

Association of Hospital and Institution Libraries
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

In order to avoid confusion I would first like to define the kinds of hospitals and institutions to which I will be referring in my comments of "present problems and future trends for libraries within hospitals and institutions." The hospitals and institutions I will be discussing under the general term institutions are residential care facilities designed to serve residents, patients, and inmates for an extended period of time. The people served in these institutions include the physically and mentally handicapped, criminal offenders and the aged.

It should be noted that library services in institutions are unique in that they must serve the educational, recreational and informational needs of the residents that in the community are served by a variety of libraries.

Since the infusion of federal funds for institution libraries of the Title IV amendments to the Library Services and Construction Act, in 1966, there has been a continuing growth of interest and activity in institution librarianship. At present we have reached a plateau in the development of programs for the institutionalized and unless additional funds are found for program, personnel, and materials the momentum that has been building over the last several years to provide good institution libraries will diminish, and recent gains in service to meet the needs of residents, patients, and inmates will be lost.

Next to the lack of funds the greatest problem faced by institution libraries is the lack of reliable information upon which to base programs. When LSCA funds became available many states started institution programs, where none had previously existed, with no base upon which to build. After some six years of experience we still do not have a base. We do not know which programs have been successful or the components that have made them so; we only guess. I suggest that as more money is invested in institution libraries a research component be included in all programs so that each institution wishing to have a library program does not have to go through a wasteful period of trial and error before achieving success.

A strong research program would have an important impact on future trends in institution librarianship. As the current trend of treating the mentally and physically handicapped, offenders and others, moves from the large institutions into smaller community-based institutions and outpatient facilities, the library will have to follow. The prospects are that public, school, college, and special libraries will have to assume much of the responsibility of dealing with the special library needs of those now served in institutions. Knowledge gained through research about user needs, personnel needs, training, materials, and effective programs will help the various type of community libraries assume their responsibility to the handicapped and the offender.

V. M. PINGS
Director of Libraries

Wayne State University
University Libraries
Detroit, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

My comments will be confined to those kinds of libraries that must continue to grow in size and complexity—the research-resource library. My assumption is that if the "objectives" and "priorities" of these large institutions can be established, the responsibilities and functions of other libraries and information centers can be more easily defined.

1. *Political control.* The large libraries and the specialized resource libraries of the late 19th century were mainly freestanding institutions or public libraries. Their role as the universal institution has slowly eroded because universities concentrated the nation's research effort into their institutional makeup. Libraries were supported by universities for researchers as well as for the support of education. Public and freestanding libraries no longer have the tax base to continue to support research-resource libraries. University libraries may possess the resources, but organizationally they are not equipped to provide services except within the limits of their institutions. The situation from my viewpoint resolves itself into a dilemma. On the one hand institutions whose objective is to provide service to all do not have the association with the centers of expert knowledge while, on the other hand, the parietally based institutions do not have contact with knowledge consumers outside their own environment. Three choices seem available if we are to utilize our nation's library resources effectively:
   a. Nationalize our university research-resource libraries to free them from the confining self interest of specific institutional control.
   b. Revitalize through subsidy, or other means, our still extant public and free standing library institutions to provide access to the scholarly record for all groups, including universities.
   c. Develop a new kind of organization, perhaps with a regional base, through which all federal support for libraries be channeled and which can cut across the barriers of local, institutional and state organizations.

Perhaps other organizational plans can be devised that are more suitable to our present culture, but what I wish to emphasize is that the nation cannot continue to support the ethics of separate institutional aggrandizement and expect improved information services.

2. *Preservation.* There are two aspects to the need for preserving material. The one is the deterioration of the scholarly record because of its age and the other is the acquiring of the current record. We cannot continue to rely solely on commercial reprint publishers and microform publishers to select what is valuable for preservation. Whether our planet will arrive at zero population growth may or may not occur within any understandable future, but knowledge will continue to accumulate throughout the world. The U.S. dominance in the knowledge-producing industries is soon going to have to be shared. We must have a more stable base on which to acquire materials for research-resource libraries than the happenstance of particular institution's interests.

3. *Planning and investigation.* The complexity of the bibliographic control of our scholarly output coupled with the rigidity of our libraries as institutions handicaps the adoption of the results of investigative work beyond the institution in which the work was done. There must develop a national (or at least a regional) organization that has the authority not only to encourage and promote investigative work, but also to imple-

ment the results of the investigative work within some testable limits. This suggestion goes counter to the past ethic of federal granting agencies. The era has passed (if it ever existed) for our library institutions to support individual researchers to seek "truth for truth's sake". Libraries are conscious creations of man and are therefore manipulatable. We must replace the 19th century philanthropists who started many of our great libraries with enlightened bureaucracy to restructure libraries to support our national objectives.

ELNORA M. PORTTEUS
President
American Association of School Librarians
Directing Supervisor
Division of School Libraries
Cleveland Public Schools
Cleveland, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

OBJECTIVES OF SCHOOL LIBRARY MEDIA CENTER

The objectives of the school library media center are to insure that all children and young people have library media services, in adequate facilities, with sufficient staff, resources and equipment to provide innovative programs which meet their needs of individual learners. This requires careful planning at all levels national to local, as well as modification of many existing beliefs long held by school administrators, school staff and library media specialists. As Harold Gores states in *High School: The Process and The Place:* "As I visit schools these days I see 1971 architecture, 1960 pedagogy, and 1940 furniture. The latter utterly frustrates the former."[1]

Beginning with the primary schools, on to middle school and high schools (or whatever organizational pattern is followed) the library media center is the resource center of the school, the heart of the building. It should be situated so that students pass through the area many times a day, so that books, magazines and filmstrips, all media, are readily accessible. It should be an "intellectual supermarket." Its resources and services provide flexibility and individuality to the learner and teachers. In *Criteria for Modern School Media Program,* Maryland State Department of Education, Dr. Vernon Anderson, states:

> A media program does not operate in a vacuum apart from the total education program, but as a cooperative venture in learning and teaching. . . Cooperative programs must have unity of purpose and management. The purpose of the program is to bring together the diversity of materials, technology, and human resources which contribute effectively to learning and teaching.[2]

TRENDS

Trends in library service, shifts in types of services, increased reliance on media other than print, greater awareness of social needs must be considered as school library media centers serve present users and reach out to serve non-users. Providing materials and a program to support educational objectives and meeting a variety of individual and group needs will require an *assessment of our present services, defining of priorities,* and *identifying achievement strategies,* requiring availability of funds.

DEVELOPMENT

The development of school library media facilities has not kept pace with educational development, particularly at the elementary level. Standards at the national level are currently being revised, but standards at regional and state levels do not generally reflect the same high goals or regard for the school library media center. None of these statements or standards have enforcement authority, hence all too frequently they are not seriously considered by school systems. Far too many schools are attempting to function without a central school library media center, or with one that is poorly equipped, ill-housed and inadequately staffed. Although the Elementary and Secondary Education Act, Title II, has assisted in the provision of resources, the other elements or components of the program have not been forthcoming.

UNIFIED PROGRAM

A unified media program at the building level, as well as at the system level, is necessary to facilitate the learning process. Many school systems do not have either a building level unified program, or a system level unified program. There is great diversity in the numbers and kinds of program, and in the ways in which the media center concept is implemented, in the quality and numbers of the staff, and of course, in the types of student and teachers using the facilities. Both experience and the literature indicate that there are great varieties in curricula, educational concepts, learning styles, mandating the media center to provide information in many formats, within a unified concept. This, too, requires funding.

RIGHT TO READ

The emphasis, in this decade, in this nation on Right to Read, on improving reading abilities, indicates an even stronger role for the library media center. Resources need to be strengthened in quantity and in quality; they need to be readily available to children, youth and teachers. The acquisition of these resources in terms of dollars is a continuing concern.

STAFF

Qualified supervisory, professional media specialists and supportive staff is another identified need. It is these people who provide leadership and sustain the interest of students and staff. Nationwide efforts to provide minimal staff have been met with obstacles at every turn. Few elementary schools have professional trained library media specialists, even part-time, and library technicians have not yet been accepted in many school systems. State departments of education have small library media supervisory staff to focus on local needs. At the district level this is equally true inasmuch as hundreds of school districts over the nation lack supervision of library media facilities, and hence every building operates in its own fashion, thereby providing a random program, not a unified program. Federal legislation has given little assistance.

FACILITIES

Quarters or facilities in schools are in need of renovation, of new furniture and equipment, to provide an atmosphere for learning in tune with newer learning concepts. Unlike provisions for science laboratories, and other classroom facilities, library learning laboratories were not provided for in federal legislation.

GREATEST NEEDS

The needs of school libraries vary from city to city, from rural to urban areas, from state to state. Following, then, is a summary of our greatest needs:

(1) Continuous planning to expedite the development of the unified media center philosophy and a plan of action for developing these centers, particularly at the elementary level.

(2) Remove barriers in the minds of school administration as to the library media center's value and services in the improvement of education, as well as increased attention to the fact that school library media centers require adequate support and financing.

(3) Provision of opportunity for continuing education and staff development, including system level and state level supervision.

(4) Increased support for equipment and facilities.

(5) Increased attention to planning to reach the disadvantaged children and their parents.

(6) Greater assistance in the improvement of reading abilities, through concerted effort of all professional school staff.

THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS VIEW

Our professional association is aware of necessary development in the school library media field. Positive steps have been taken to focus on the Right to Read. Cooperative planning has been made with the national Right to Read Office and brochures supporting this have been prepared and are continuing. (Two of these are attached).

The Association has instituted new committees to focus on current concerns. These are:

Early Childhood Education
Careers/Technical-Vocational Education
Funding Identification
Staff Development
School Library Media Service to the Disadvanged

We also have many continuing committees at work on various aspects of the school library media center, with membership from all states and all levels of librarianship.

Two of our committees have new charges: Student Involvement in the School Library Media Center Program and Treatment of Minorities in Library Materials. (The latter has a series of bibliographies concerned with minorities being published in subsequent issues of *The Booklist* (ALA) and has published a bibliography of bibliographies, Multi-Ethnic Materials, in *School Libraries.)*

AASL has currently begun a new magazine with a new format, to replace *School Libraries*, called *School Media Quarterly.*

Our association is alive and active. It has rapport with the state school library associations through the "Regional Directors and State Assembly," and through our monthly newsletter, *Hot Line*, from the president's office. Our Executive Secretary and Assistant Executive Secretary, as well as other association officers, represent us at professional meetings where we have displays of materials, and present appropriate programs. A Resolution to the Chief State School Officers was passed by our Executive Board at the last annual conference. (Copy attached).

As an Association we are developing new standards, both building level and district level, in cooperation with Association for Educational Communications and Technology. While progress is slow, in any cooperative venture, we feel that we will be successful.

IN CONCLUSION

The school library media center must be brought to the forefront. The role of the school librarian or media specialist must be an active one in the educational scheme of things. Action at the national level, with financial support, would surely expedite positive thinking about media centers, assist in solving our concerns, result in better services and programs, and make the library media center a viable part of the educational scene for children and young people.

SOURCES CITED

[1] Propst, Robert. *High School: The Process and The Place*, edited by Ruth Weinstock. New York Educational Facilities Laboratories 1972. p. 30.

[2] Maryland State Department of Education. *Criteria for Modern School Media Programs*. Baltimore: The Dept. n.d.

Congressman
MELVIN PRICE

United States Representative
24th District, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am enclosing a copy of the statement for the hearings of the Commission of Libraries and Information Science to be held September 27, 1972 in Chicago, Illinois.

Thank you for your letter informing me of the meeting, and inviting my comments.

Kindest regards.

Mr. Chairman, I appreciate having this opportunity to participate in this regional hearing of the National Commission on Libraries and Information Science on library and information services needs in the country. I am pleased these hearings are being held because they focus needed public attention on the vital importance of our libraries.

Congress clearly recognized this importance in enacting Public Law 91-325 which established the Commission. This hearing is an outgrowth of congressional intent to see that our library and information services capabilities keep pace with our needs.

There is no question that our library systems play crucial roles in this country. The storage, retrieval and dissemination of information unrestricted and unfettered to the citizenry is a vital link in our nation-maintaining process. Society is well served by our libraries.

Unfortunately, I think in all too many cases our libraries are taken for granted. We do not realize the valuable services they provide or the national assets they represent. If we reflect for a moment on the important contributions they make, we clearly see that our educational resources would be severely, if not critically hampered, by their absence or demise. Fortunately, there are dedicated men and women throughout this country who work diligently on behalf of their local libraries.

The basic question facing us today is whether this nation is prepared to make the necessary commitment to our library and information service needs. Adequate financial support is the paramount concern among the libraries in the Madison-St. Clair County, Illinois area. This plea was repeated several times from the libraries from which I heard in conjunction with this hearing. If nothing else emerges from this hearing I hope it will clearly demonstrate the importance of ensuring adequate funds so that our libraries and information service specialists can do the job expected of them. There is no question that they want to do the job; the question is will we provide the wherewithal so that they can.

That need exists cannot be ignored. Based on earlier estimates for the 1962-1975 period it has been determined that nearly $10 billion is needed for books and materials and $360 million required for new construction for academic libraries alone. Another $1 to $1.5 billion is required for construction needs of public libraries to say nothing of their books and materials requirement. Given these estimates I do not think that we can take comfort with the status quo.

If we expect to keep growing and maturing as a people and if we expect to continue expanding educational resource opportunities for the disadvantaged, I firmly believe that we cannot remain idle and content with ignoring these needs. Simply stated, let this hearing be the point where we move ahead quickly and determinedly in providing the needed support for our libraries and information service facilities.

Congressman
ROMAN C. PUCINSKI

United States Representative
11th District, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you very much for the invitation to appear at your hearings in Chicago on September 27, 1972. Due to previous commitments, I am most sorry that I will not be able to attend.

However, I have enclosed a statement which you might want to put in the record. I believe the work you are doing is most important and assure you of my support.

INFORMATION: A VITAL NATIONAL RESOURCE

In an age where men and nations exist in a "one world" environment, there is an acute awareness of the criticality of information for those who must make the key decisions. The mass media, augmented by the use of communications satellites, transmit the happenings of the hour to countless millions, and then convey the responses which have been evoked among the listeners within a comparable short time span. Contemporary man virtually has the world at his fingertips through his mastery of technology. This achievement, when combined with an ability to access the factual and critical knowledge of past centuries, is allowing us to prepare for the unprecedented problems of the future.

There is a statement in Proverbs which has always meant a great deal to me: "Where there is no vision, the people perish." This is particularly applicable when I think of the role with which the National Commission of Library Science is charged. Your group has been directed to develop overall plans concerning the informational needs of the nation. It is significant to me that the composition of your membership includes those with broad backgrounds in library and information science, and a strong awareness of those information and communications capabilities which must be created or enhanced if this nation is to maintain its position of world leadership.

For the past decade, I have been voicing a genuine concern about the shortcomings, and in some instances short-sightedness, of our existing national "systems" for acquiring, filtering, indexing, storing, processing, and disseminating scientific and technical information. Most certainly there are other categories of important narrative and statistical information of equal value, but I should like to focus upon this occasion on the requirements — and some possible solutions — involving a *national* need for accurate, comprehensive, and timely scientific and technical information. In spite of qualified individuals and groups within the executive branch, the Congress, and the university-industry-foundation triad studying and *restudying* this problem area, no definitive action has been taken by those responsible for establishing and sustaining such a resource.

In determining how to accomplish the broader goal of ensuring a responsive information system for top level decision-makers, planners, and program managers, there must be agreement that a multi-faceted capability is required. The so-called "traditional libraries" must be strengthened through a redefinition of their roles and information handling procedures. Information analysis centers, now fulfilling an important role as the repositories and distribution points for specialized data, must be developed so that they may render a higher order of service. And finally, an all-out effort must be made to develop — and here I use the terminology from one of your own statements — a "comprehensive plan to facilitate the coordinated development of the Nation's libraries, information centers, and other knowledge resources."

I am especially interested in the charge to this commission which stresses its role in conducting studies, surveys, and analyses of the library and information needs of the nation, including the *special library and information needs of rural areas and of economically, socially, or culturally deprived persons.* This is a solemn responsibility, including as it does an emphasis on service to our citizens regardless of their circumstances: handicapped, poor, inadequately educated, aged. As you analyze the various needs of the person, make sure that your recommendations cover the full spectrum of corrective measures: better elementary and secondary school libraries, mobile units to reach far-flung groups of readers, a strong junior college and university library system, and the creation of complementary special libraries as required. Lastly, there is a recognized requirement today for what is popularly called "networks" of libraries. I am fully aware that preliminary steps have been taken to expedite the transfer of information, such as books and periodical items, between library centers, but the information technology now available can allow a far greater exchange of written and graphic material.

As we talk about activities in the world of the information sciences, let me mention a few of the technological advancements which will allow the nation's libraries to increase their capacity to serve. Widely publicized in the popular press as well as the learned journals have been the ways in which computer technology can help the librarian. Indeed, we are witness to many exciting innovations which have improved circulation control, book ordering, cataloging, and so forth. Similarly, great strides have been made within the realm of microform technology, including the ability to perform a machine transfer of written data from computer and to microform, and back again. The mood within government and industry alike is to reduce the amount of hard copy which exists, and to find substitute media which can ensure space and cost savings. Dr. James B. Rhoads, Archivist of the United States, recently noted that by the year 2000 no more than 50 percent of the official records would be on some form of paper, as compared with 95 percent in 1950.

At this juncture, I should like to return to an area of focus in which I have long been active. Nearly ten years ago, I initiated an examination of our national scientific and technical information handling resources. As chairman of the *ad hoc* Subcommittee on a National Research Data Processing and Information Retrieval Center of the House Committee on Education and Labor, I sought to establish an atmosphere of awareness and responsive activity which could lead to the establishment of a coordinated system for managing and making available our precious scientific and technical information. At that time, in 1963, I said:

> It is my firm conviction that before this decade is over, data processing and information retrieval will be one of the biggest industries in America and the world. The tremendous technological explosion which is sweeping the world makes it imperative that this civilization develop more efficient ways of grasping the full meaning of man's intellectual discoveries.

In this prediction, I was not far afield. Today, nearly 90,000 computers are in operation in this country alone; the federal government relies upon its "arsenal" of 5,900 machines, and even the United States Congress has taken steps to avail itself of the services and products possible through computerized support.

In examining the chronicle of activity concerning the need for marshalling national information resources, it is significant that leaders from many quarters emerged to urge the establishment of information centers and information systems of national scope. I recall the words of the noted neurologist, Dr. Grey-Walter, who was deeply concerned about the rate of accumulation of knowledge, which he said "has been so colossally accelerated that not even the most noble and most tranquil brain can now store and consider even a thousandth part of it." And then this remarkable man went on to emphasize why this crisis must be understood and responded to:

> "The root of this evil is that facts accumulate at a far higher rate than does the understanding of them. Rational thought depends literally on ratio, on the proportions and relations between things. As facts are collected, the number of possible relations between them increases at an enormous rate."

The hearings on H. R. 1946, which featured an amendment to Title II of the National Education Act of 1958, revealed both an awareness of the problem on the part of many public and private sector persons, and a reluctance on the part of officialdom to take those steps which could ameliorate the situation. Another action of substance which took place shortly after the 1963-64 hearings of my subcommittee involved the report by the Systems Development Corporation to the Committee on Scientific and Technical Information (COSATI) of the Federal Council for Science and Technology. Six distinct concepts were analyzed, including the desirability of creating a "capping agency" within the executive branch, passing the responsibility for the S & T information area to a government-chartered private organization, or establishing — much in the vein which I had proposed — a "new operating agency." Once again, no action was forthcoming, as the Federal Council for Science and Technology could not decide upon a course of action.

In the later 1960s, congressional action led to the passage of Public Law 91-345 which established your Commission. I laud the breadth of functions assigned your group, because it is only through a combination of analysis, planning, and subsequent advisory actions that a real impact can be made. A concurrent endeavor, featuring some useful "soul searching" on the part of the scientific community, was the study undertaken by the Committee on Scientific and Technical Communication of the National Academy of Sciences and National Academy of Engineering. This three-year examination revealed a "diverse and pluralistic network" of communications functioning "reasonably well," but the authors pointed out that:

> . . . new mechanisms and policies are necessary to coordinate and guide the scientific-and-technical communication efforts of private for-profit and not-for-profit organizations and of the government during this era of burgeoning activity and rapid change.

One final area of activity which merits mention is that dealing with intergovernmental information exchange. This was the subject of serious consideration throughout the federal government, and was studied in depth by the Intergovernmental Task Force on Information Systems. The 1968 Task Force report, "The Dynamics of Information Flow," called for the creation of an "Intergovernmental Information Systems Exchange," to function under the auspices of the Advisory Commission on Intergovernmental Relations. A related proposal by Senator Edward Kennedy concentrated on the need for better federal-state-local governmental exchange, pointing out that "scientific advances in computer and information retrieval technology represent a major new capability which may have important applications to the development of a modern intergovernmental information system."

Having observed the pattern of these activities, and believing that the passage of time often results in the changing of attitudes and action environments, I introduced H. R. 8809 during the 91st Congress, which provides for the establishment of a National Science Research Data Processing and Information Retrieval System. My thinking had turned from the single center concept to that of a network augmenting the capability of existing centers to provide critical data. Once again, the emphasis of this legislation would be to create a *national* system to "arrange for an orderly cataloging, digesting, and translating, with the aid of electronic devices, if necessary, of all scientific research data." In opening the highly useful hearings connected with this bill, I again stressed the need for better information support for our scientists and researchers. Of particular concern was the deplorable waste of time, talent, and money as skilled specialists, lacking knowledge about what had occurred elsewhere, spent vast sums of public and private money in "reinventing the wheel." Time is too precious and the challenges too numerous to see the scientific community developing or perfecting processes which had been discovered years earlier.

A point of personal frustration stressed during these hearings was that while we waited, and debated, we were being further inundated with scientific and technical information. In the six years between the first hearings and those of the 91st Congress, a rate of increase of 65,000 words per minute had resulted in a total of 200 billion words — the equivalent of 25,000 encyclopedia volumes — being generated.

Also underscored during these sessions was the increasing concern of the international scientific community about the difficulty in exchanging information within an acceptable time frame. Meeting in Geneva, more than 2,300 scientists adopted a resolution pleading for the development of an information retrieval and dissemination system through which they could participate more readily in scientific development. Some of you may recall that "A Proposal for an International System for Scientific and Technical Information" was prepared by Dr. Chalmers W. Sherwin, who headed A COSATI task force a few years ago. His report called for the development of a "comprehensive, specific, phased plan" which would lead to the establishment of a "machine-language-compatible record for international scientific and technical communications." Explicit standards were devised, based largely on international agreements, which would expedite the exchange of information. This fine proposal was presented to the Federal Council for Science and Technology, but follow-up was not forthcoming.

As one eminent witness after another testified, it became evident to those holding the hearings on the National Science Research Data Processing and

Information Retrieval System, that there were very few areas of disagreement and a massive desire to "get the show on the road." Dr. Glenn T. Seaborg, distinguished chairman of the Atomic Energy Commission and a Nobel laureate, commented upon the vital nature of the existing scientific information services, and the need for their expansion and refinement. In his closing remarks, he supported the pending legislation, saying that it was:

> . . . on sound ground in calling for cooperative efforts on the part of existing information facilities rather than for a more centralized system. In the present developmental phase of computerized information systems, this pluralistic approach is the one most likely to produce the experimental breakthroughs on which future progress will depend.

In looking to the future, and the need for decisive action, I am reminded of President Kennedy's admonition: "A journey of a thousand miles requires a first step." Perhaps one of those first steps toward a more effective decision-making system took place when the National Commission on Library Sciences was founded. We in the Congress watch with interest and appreciation your efforts to enrich the minds and heritage of our society. The recent resolution calling for "new and improved services . . . at every level of society" and citing the "need for documentation, bibliographical, and other information resources" to be recognized in federal programs were heartening.

With a deep sense of appreciation for having had the opportunity to share these thoughts with you, I should like to phrase these three challenges to the members and staff of the Commission:

- First, continue to provide "leadership, innovative advice, and coordination for our Nation's libraries and information science establishments;" their eyes are turned to you;
- Secondly, do not lose sight of the need of the common man for your attention and services, for easier access to mankind's intellectual accomplishments is a prerequisite for future progress; and
- Lastly, make every effort to sustain those lines of communication which allow an exchange of ideas between the overseers and implementers of our national information policy.

MARY RADMACHER
Chief Librarian

Skokie Public Library
Skokie, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you so much for inviting me to submit written testimony to the National Commission on Libraries and Information Science for consideration prior to the regional hearing, September 27, 1972. Advancing ideas is simple enough but I am only too aware of the need for assistance in planning, organizing, and developing procedures to implement the concepts incorporating new ideas. Your commission's grave responsibility is indeed challenging since so much of the welfare of this nation is totally dependent upon libraries and information. The institution of the public library as we know it is more prevalent in the United States than in other countries of the world. Let us not only support but strengthen this precious national resource for the welfare of our society.

You asked me to comment on "the need for new financing and service patterns for medium-sized libraries and library networks."

NEW FINANCING

For the past several years it has become increasingly apparent that multilateral levels of financing are essential to the continuance of cultural and information centers. The interdependence of federal, state and local government funds must be studied to determine the percentage of support from each, but the private sector should undoubtedly be playing the larger role if federal and state support are equal. Any consideration of financing should also include revenue sharing.

SERVICE PATTERNS FOR MEDIUM-SIZED LIBRARIES AND LIBRARY NETWORKS

Medium-sized libraries to be vital and viable cultural and information agencies must perform the traditional library services where it is appropriate as well as to try some innovative activities, programs and services in anticipation of and befitting the community needs. Libraries in a metropolitan area will possibly require programs of a slightly higher level of sophistication than those which might be highly acceptable in other parts of the country. An awareness of societal pressures and demands of the service area are of utmost importance in planning service patterns.

Service patterns in medium-sized public libraries traditionally have included book discussions, book talks, films festivals and activities for preschoolers and senior citizens. In addition to these long accepted programs, library service should be expanded to provide concerts, lectures, plays and special displays and exhibits. These cultural activities should be considered an integral part of library service and may be sponsored entirely by the library or be co-sponsored by the library and another agency, society or industry. Cooperation with other community agencies (park districts, social and service centers, etc.) is not only justified but very possibly will reach a potential clientele for other library services.

Federal government programs for the handicapped and for the aging might very well provide avenues for cooperative programs with library services.

Even in its present state community antenna television has many ramifications for library use. Investigation of its potential with the appropriate authorities should be pursued by library and information service agencies.

Credence must be given to studies and research in preparation of: 1) programs to train people in an area of public participation to be able to participate in the decision-making that is theirs to make; 2) surveys to ascertain meaningful needs; 3) studies to identify problems arising in fulfilling the needs; 4) plans to establish priorities and to determine area of responsibility to provide the service that fulfills the needs. All studies must be analyzed and evaluated critically and discriminatingly before implementation to assure success or effectiveness of the service they support.

In addition to the need for studies and research there exist certain areas where specific and immediate action can be taken to improve library and information service. One of these is provision of additional materials. "In depth" collections need to be built up in many locales. Greater informational needs have been created by constantly developing and expanding fields of knowledge. The information explosion in the late fifties and early sixties produced a spiralling increase in the publishing field. More recent developments have created other demands. Many new careers are available to young people and are also open to adults changing their vocations (sometimes more than twice during their working years).

Libraries not only need materials to answer a tremendous variety of requests but must be staffed with personnel trained to meet these needs, i.e., l) to be able to work in an understanding manner with the public, to be a consultant to some degree; 2) to be knowledgeable in the use of the materials; and 3) to know when to act in a referral capacity by realizing that the patron needs assistance beyond the limits of the library's resources and abilities.

"Serving the unserved" and "equal access for all" mandates that a service be provided. If there is to be equal access for all, the majority cannot be permitted to deprive the minority.

To date most library networks have been intrastate systems, quite probably because of proprietary interests or possible proprietary conflicts. The regional or system concept should, however, be interpreted as following the most desirable political, social, or economic boundaries for a specific service area — being interstate and multi-disciplinary in approach. It is important for all Boards represented in such a network to be involved in sharing costs. Appropriate financing for the individual library's responsibility must be studied.

To provide free access to all; to organize a system of networks so that everyone is part of a system; and to establish complete reciprocity or to issue a "universal" library card are goals of every librarian. If there is some semblance of equality among individual libraries of a specific network or regional system, the concept of reciprocal borrowing will be more acceptable to Boards of Trustees than where great inequities occur.

Aesthetics are a primary concern of librarians, trustees, and architects in embarking on a library building program and the provision of art is one aspect of this which is all too often neglected. Art is an important factor along with the architectural design for consideration in achieving the goal of an aesthetically pleasing building. The provision of art, whether it be integrated art specifically planned to complement the architectural design or whether it be paintings, sculptures, and tapestries which could be relocated within the library building, may very well be mandated by law. Art acquired judiciously will contribute greatly to the development of aesthetic values in general and specifically to the aesthetic appreciation as well as to the use of the library.

For many years libraries have benefited from the standardization of cataloging and classifying library materials through catalog cards provided by the Library of Congress. The principle behind this service, quality cataloging available for a nominal fee, might well be duplicated in other areas. This comment is in no way intended to restrict creativity and ingenuity. We need imagination. But in the interests of labor saving routines and repeated duplication of effort, standardization should be recommended. The entire field of automation is open and application of its use in libraries needs a great deal more attention paid it.

I am happy to submit the above comments and hope that with the emphasis given library service through your Commission's efforts, a more enlightened citizenry and enriched nation will be the result. My best wishes to you.

SARAH R. REED
Associate Dean

Indiana University
Graduate Library School
Bloomington, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for your recent letter concerning testimony relative to the regional hearing of your Commission, and, in particular, for your interest in having a statement concerning the status of library education at the present time.

One of the National Commission's objectives is to "provide adequate trained personnel for the varied and changing demands of librarianship." The achievement of the Commission's other five objectives will also depend upon the availability of competent personnel. In fact, the effectiveness of all library programming depends upon the calibre of the staff involved. It would seem desirable, therefore, for the Commission to consider adding a recommendation which would indicate the importance of building staffing and training components into all library development programs. The Commission might even consider the need to assist graduate library schools in developing programs responsive to current library needs and in securing competent faculty members.

In March of this year Verner Clapp wrote me as follows: "The Title IIB fellowships seemed at last to put library education on a footing with education in other disciplines and to make possible a consistent and badly needed pattern of academic research in library problems. How soon that rainbow faded!"

Prior to the establishment of the HEA Title IIB fellowships, the largest number of doctorates in library science ever awarded in any one year was 19. In 1968-69, the third year that the HEA fellowships were available, 29 doctorates in library science were awarded; in 1969-70, 40; in 1970-71, 46.

As of the summer of 1968, according to a census made by Ray and Patricia Carpenter (*Journal of Education for Librarianship*, XI, Summer, 1970, p. 5), the total number of people with earned doctorates who were still active in librarianship was 191. Assuming that about half of these were teaching in library schools, they would have represented approximately 14% of the full-time library school faculty. A much smaller number, certainly fewer than 50, is the pool of distinguished professional talent for which 57 ALA-accredited library schools and an even larger number of non-ALA-accredited library education programs are vying.

What do I see as the critical needs of graduate library schools today?

1) *Securing distinguished faculty members.* One doctoral student in library science recently accepted an administrative position at $24,000 a year. He would have preferred teaching, but the highest salary offered for a library school teaching position was $14,000. For a man with a family, particularly one who has just survived three lean years of doctoral study, the difference of $10,000 a year involved too great a financial sacrifice.

Without the HEA fellowship support for library education, the situation will deteriorate still further. Another serious problem facing today's library school administrators is the imminent retirement of many senior library school faculty members. In each area of librarianship, there are only a few library educators competent to direct doctoral research, and many of these will have retired by 1976.

Given a cadre of distinguished library school faculty members including representation from minority groups, quality programs of professional library education would almost certainly evolve.

2) *Developing a valid, reliable library school admissions test.* Some years ago the ALA Library Education Division approached the Educational Testing Service concerning the development of an admissions examination for librarianship comparable to that used successfully for many years in a number of other professional fields. At that time it was felt that the undertaking was too costly. If people are our most precious resource and if an admis-

sions test can be devised which will result in a better "fix" on outstanding candidates, perhaps the library profession should find the money and obtain this additional assistance for library school admissions committees as soon as possible.

3) *Securing funding for research and development.* It is not unusual for senior library school faculty members to work on twenty to thirty doctoral dissertations in addition to teaching full time. This kind of workload, not to mention committee responsibilities, almost precludes serious significant faculty research.

Most research and development funding available to library schools has been in the form of contract funds. To some extent, the latter tend to siphon off talent without making possible the development of a long-range research program as an integral part of graduate library school teaching and research programs.

4) *Providing effective programs of continuing education.* Work with the disadvantaged, leadership training, management training, collection building, library automation, and systems analysis are only a few of the areas in which there need to be more opportunities for quality continuing education for library personnel. Given limited resources and the scope of the problem, one possible solution would seem to be some form of cooperative planning. A series of pilot programs could make significant contributions both in the designing of effective program formats and the development of successful teaching materials. It should be recognized also that not the least of those in need of dynamic continuing education programs are the library educators.

The amazing fact is not that the graduate library schools are failing to meet the nation's needs for educating competent library personnel, but that overburdened, underpaid faculties have accomplished as much as they have. The gap between the human and material resources essential for achieving outstanding library school programming and those now available is a very wide one. The question is: Do library schools continue to "make do" with faculty who "can't cut it" in the profession, with students who "walk in off the street," and without ongoing research and development funds, or do we try to secure the level of support that will enable graduate library schools to develop distinguished faculties, to recruit talented students, to conduct viable research and development programs, and to mount successful programs including those for continuing education?

May I thank you in advance for any attention your Commission can give to the problems facing library educators today. Graduate library schools alone cannot accomplish the needed changes. The latter can only be accomplished if dynamic leadership and cooperation are forthcoming from both library educators and librarians. The problem is not local in scope; it is nationwide.

LUCILE ROEMER
Director

Duluth Public Library
Duluth, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to express some of the urgent concerns of librarians in medium-sized libraries. Three concerns seem particularly important to me: financing, public relations and interlibrary cooperation. They are related, and the solution to these problems would certainly help to solve some others.

Let me give you, briefly, the background out of which I write: Duluth Public Library serves not only the city of Duluth, population 100,578, but also, as a member of the Arrowhead Library System, an additional area population of 250,000. The Duluth Public Library is the major reference center for the Arrowhead Library System which covers some 17,000 square miles and six counties in the northern part of Minnesota. Our library was built in 1902 and has all the imposing steps and pillars, inefficient cutup rooms and inadequate electrical systems that 1902 Carnegie architects could devise. In this building we are with difficulty giving modern service, with teletype connections (part of the Minnesota Minitex Project) and AV equipment.

I have been Director of this library for almost ten years. Perhaps the only other fact relevant to this discussion is that before coming back into the library profession ten years ago, I was on the Duluth City Council for three years 1956-1959. This experience, I believe, enables me to view the library's place in local government with somewhat more objectivity than many librarians.

My first concern is financing. I believe there is need for substantial federal, as well as state and local, support for public libraries. Further, to be really useful, it should be appropriated as well as authorized for longer periods of time. We can do little satisfactory planning and budgeting on "great expectations" from fiscal year to fiscal year.

Locally also, our library has a crisis almost every year at budget time. As one of a number of city departments, the library department's requests are given a low priority when funds are short and "hardware" departments (like fire, and police) are competing for the same tax dollar. This is usually true even when there is goodwill and sympathy on the part of the city administration and the city council. I understand this hard fact; nevertheless, there must be adequate financial support not only for ongoing library programs but also for expansion of needed new programs, if we are to make progress.*

This brings me to my second concern: public relations. I am not talking about "image-making", which has the connotation of convincing someone that you are something you are not. I am talking about trying to make all people aware of what our present and potential services can mean to each one of them. This, it seems to me, calls for a national effort *unlike any that has been tried before.* The medium-sized library has not enough money in its budget to hire an excellent public relations person. A less than excellent person is no good at all. The staff and director "sell" the library's services as much as we have time to. It is not enough.

Interlibrary cooperation, a third concern, is so sensible, so efficient a concept that it scarcely needs belaboring. Federal funds are needed on a large scale. Pilot projects are expensive, but those in the area of cooperation have already proved their worth.

LSCA funds in the first years did exactly what they were intended to do—they helped bring better library service to primarily rural areas previously unserved. When these funds were later expanded to include larger libraries, LSCA funds (Title I) began to come to us in Duluth. From 1965 to date, Duluth Public Library has received about $300,000 in LSCA grants. These grants have paid entirely for a city bookmobile service, films and records, additional staff and books. These are not frills, obviously; our service has been improved to a great extent.

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* Note that 20% of 1971 expenditures were from other than local sources. Since 75% of our budget is in salaries and wages, and since the city only takes care of annual salary increases and some very slight increase in a book budget, we would stand still if it were not for "other sources."

A word about LSCA Title II funds. A professional survey of our library in 1966 indicated a "desperate need" for a new library. Twice the size of this old one has been recommended. We desperately need funds for a new library, but the Title II funds are just a dribble. Lack of adequate physical facilities is hampering our service, keeping new patrons from using us and causing great inefficiencies in our operation. Many small libraries have been built with LSCA funds available in greater proportion; the medium-sized library which requires 75,000 square feet will consider itself very fortunate if private or local public funds can be raised. Duluth has had its costly blueprints, paid for with private funds, for several years now. We need several million dollars and hope for federal funds. Title II has not been funded adequately to do us any appreciable good; we need a major new library building in Duluth for the northern half of this state, and are in a financial quandry as to how to proceed. Building costs continue to rise.

The role of the medium-sized library appears more and more to be that of a reference and information center. Our reference work has quadrupled in the past ten years. We can and must do more, but we need more staff (professional), more books and other library materials, and a functional facility to work in. We need national and local recognition of the library's usefulness for two reasons: first, that more people will use us who never have; second, that funds will not be so hard to get.

The public library is a constructive force in its community. If the National Commission on Libraries and Information Science can really be a practical help, and soon, people will know us and use us as we were meant to be used—by nearly everyone, for the common good.

FRANCIS X. SCANNELL
State Librarian

Michigan

STATEMENT
Prepared for the
National Commission on Libraries and Information Science

One of the pillars of democracy is the preservation and extension of knowledge. The dissemination of knowledge to support this democratic principle is primarily invested in schools and libraries. Classroom instruction, coupled with libraries, form the total educational environment. Both print and non-print library materials are essential to teaching and learning within each formal educational environment. However, an informal educational process continues after school graduation which fulfils an updating of vocational needs as well as avocational desires. In this role, adult education and libraries become a useful tool. Historically, the public library has been an integral part of Michigan's system of public education. Each of our state consitutions has recognized this importance and has provided not only for the establishment of schools, colleges and universities, but also for public libraries. In an effort to respond to today's needs, the State Board of Education has already made a commitment to change. Approximately a year ago, the Department of Education, at the request of the State Board of Education, introduced a library package to realign library services in Michigan. The essential items for new library services throughout the state hinge on:

(1) *Regionalism*, which would encourage responsible organization and development of libraries into regional units and encourage the development of adequate standards for personnel, book selection and other essential services from these libraries.

(2) *School district libraries* will likely find themselves without financial support because of the most recent Kalamazoo decision in which a judge rules that the education unit could deprive the school district library of its funds if it were necessary to do so in order to maintain the required educational level in the local district, and because of the suit filed by the Governor and the Attorney General which indicates the possibility that local funding is not an equitable method of support for schools and thus school district libraries.

(3) *A research network* which would link the major research collections of the state and allow for easy access and exchange of information between and from these collections.

(4) *The role of State Library Services* will have to change and be responsive as various outstate conditions change. The State Library, under the Michigan Department of Education will have to devise new plans to coordinate and lead library programs and services and to develop meaningful patterns of operation throughout Michigan. A new emphasis will have to be placed on a stronger, more comprehensive research collection to make the State Library the focal point and last-copy resource among state research libraries. The focal point of the statewide library programs must remain vested in the State Library Services as it executes the following functions:

   (a) Provide all library services to state government which are so integrated as to function with economy and efficiency in service to all departments, agencies, branches, commissions and officers of government.

   (b) Provide services to schools, public libraries community colleges, college and university libraries which are not available elsewhere, or can only be provided more economically at the state level.

   (c) Promote development of all libraries in the state.

   (d) Improve library standards for personnel, space, selection and services.

   (e) Secure legislation to provide total library service throughout the state.

1. *Regionalism*

Library regions shall be established by the State Board of Education and shall recognize the geo-socio-economic conditions of the area and consider regions established for educational purposes throughout the state. Any plan for educational reform in Michigan must provide a working relationship between regional library headquarters and intermediate school districts, community colleges, vocational learning centers, media centers and vocational rehabilitation services. These regional headquarters libraries must be transformed into dynamic multi-media learning centers, rather than dusty—and often lonely—repositories for unread collections of books. Such centers must offer seminars of local interest, tutoring services and art displays, as well as collections of information in all media. The concept of the "open university" presents a new and vital challenge that public libraries will have to meet. If public libraries are to reach all segments of our population—especially those who have been deprived of cultural and educational opportunities and others who have not yet been introduced to the values of personal enrichment—newly conceived, imaginative and innovative library programs must be provided. Only by providing a much broader base for these expensive services and programs involving books as well as the newest media — films, filmstrips, recordings, tapes, cassettes and electronic video recordings, can libraries expect to survive economically.

2. *School District Public Libraries*

The plight of these school district operated public libraries, particularly in the large metropolitan areas, has become more and more apparent with the defeat of many school village votes during the past few years. Public libraries are operated by school districts in:

Kalamazoo
Flint
Lansing
Saginaw
Muskegon
Grosse Pointe
Ann Arbor

as well as in many smaller cities and towns all over Michigan.

Any plan to realign school district boundaries and to finance education totally at the state level must either make provision for the continued upkeep and support of school district operated public libraries, or must completely divorce the operation of the public library from the local school district. A regional public library authority supported by both state and local funds based on regional concepts of service may possibly be the solution. In the light of recent events in Kalamazoo where the public library service is being considered an extra-curricular activity, every effort must be made by the Department of Education to provide for such service in line with its proposed goals and its state agency responsibilities. School district public libraries should not be the escrow account whereby the school district short of funds can use library support money to bail out the district.

3. *Research Network*

Legislation was introduced at the request of the State Board of Education, to give the major research libraries a legal basis for interaction and cooperation. There were no financial implications to the bill. The legislation seeks to complete the final links of a research triangle that will bring together the five major research libraries of the state. These include:

University of Michigan — Ann Arbor
Wayne State University — Detroit
Detroit Public Library — Detroit
Michigan State University — East Lansing
State Library — Lansing

The establishment of the Access Office at the University of Michigan General Library was the first major step of tying Michigan's stongest scholarly resource library with the State Library and other four-year colleges and universities of higher education in the state. This was the first formal attempt at greater utilization of the rich resources of a research library. Libraries should not be expected to duplicate expensive research items when they already exist within the state.

4. *State Library Services*

The role of the State Library agency must change as the demands change. The more effective regional libraries become in general library services, the more specialized and sophisticated the State Library agency must be. The State Library Services must respond to the varying demands of patrons or libraries requesting service.

One of the demands is to service state government. The most effective State Library is one which encompasses all library services of state government, so integrated as to function with economy and efficiency.

In order to fulfil its functions, the State Library must have strong collections of all forms of educational and informational materials covering the various fields of knowledge, an efficient system of making materials available, and a sufficient number of competent professional and clerical personnel to provide adequate service. Definite policies for developing the State Library's collections are formulated in cooperation with other libraries in the state or region after careful consideration of all the resources and needs.

The recognized components of the State Library service include:

1. General Library Services
2. Regional Library Development
3. Government Publications
4. Legal Reference and Research Materials
5. Legislative Reference
6. State and Local History
7. Special Library Services
    a. Service to the Blind and Physically Handicapped
    b. Service to Institutions

With far greater stress on general library service at the local and regional headquarters level, the State Library will have the opportunity to concentrate on its true role as a research and media center for state government agencies. To meet the growing needs of state departments, special collections planned, established, financed and operated by the State Library can fulfill the need in the areas of:

Public Health
Natural Resources
Mental Health
Civil Rights
State Highway
Social Services
Historical Commission

Conclusion

The importance of the work carried on in our public libraries today throughout the nation cannot and must not be minimized. Every book, record, and film borrowed, every reference question answered, every program sponsored, every news release written, and every personal contact by a librarian, has the potential of changing the lives of every man, woman, and child who have the good fortune to have library service at their disposal and make use of it.

Unless the Public Library can increase its influence upon the social, economic and educational behavior of its users by becoming a major force in shaping the lives of people and, at the same time, can reach a much larger segment of the population than its present 20%, and unless ways can be found to properly finance public libraries through the combined efforts of local, state and federal governments, the public library in America, as we have known it for more than a century, will go the way of the passenger train and the passenger pigeon.

This cannot and must not happen.

ROY SCHLINKERT*
Chairman

High School Librarians
Chicago Teachers Union
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The sweeping changes and widespread new developments which have come to the world of school libraries in the United States and in Europe in the decade of the 1960's have not come to the majority of school libraries in the United States. Probably the vast majority of them have not been transformed in any meaningful way from mainly print materials collections and services to multimedia service agencies. Nor has it been possible without additional staff to expand greatly the teaching and advisory role of the librarian and media specialist. A great many schools still lack bright, well-lighted libraries and media centers which invite students within their doors.

In the large cities, and in many smaller communities, for a number of reasons, there has been only a very limited progress possible in this decade in most schools. In general, budgets for materials are fairly adequate, but money for materials without the staff to select, process and service the materials, and without a place to put them or utilize them has presented a situation like a three-legged stool with two legs missing.

In the last several years I have served as a member of the Large Urban School Libraries Committee. In all this time, except for one other member of the committee, I found that the other members only wanted to talk or do research, despite the fact that the crisis of school libraries in the largest cities was becoming more acute each year. Though the Commission members may not realize it, the crisis has now reached the point where school libraries in the nation's largest cities are fighting for their very lives.

Within the past year there have been cuts in staff and school library services in cities like New York and Detroit, for example. An effort to abolish school libraries in Los Angeles was fought off with the greatest of difficulty by the unusual, desperate effort of the librarians themselves, who appealed over the heads of the administration directly to members of the Board of Education, and the board sustained their appeal. In Chicago a move last spring by vote of the Board of Education would have cut off 250 professional positions and all clerks in the high school libraries. This move was defeated through the efforts of the Chicago Teachers Union, which came to the aid of the librarians for the second time. In Miami considerable cuts were finally averted.

It seems very obvious that school library and media services in these very large cities are on the defensive, and that the line can not be held much longer. And should all these positions be lost the library schools would lose a very substantial market for their product, already a glut on the market apparently, not because we do not need these graduates but because there is no money to pay for the positions so urgently needed, for school libraries properly staffed have much to offer in the educational process.

Our position is direct and clear that we most urgently need, above all, Federal Aid on a matching funds basis, along with some minimum standards specified in Federal Law as a condition for grants. We need grants not only for materials as we have it now in Title II but also for renovation of school library FACILITIES as was provided in the National Defense Education Act for science laboratories. We also most urgently need a change in Title I as it provides money for personnel so that it will include ALL school children, not just the so-called "disadvantaged," but only to provide additional personnel above what is already available. "Disadvantaged" has become a disreputable word to many school administrators and to teachers and librarians, because any honest look at library facilities and staff situations in large city schools discloses that the really disadvantaged schools are those which are not eligible for Federal Aid.

It seems appalling that librarians should ever go along with legislation which draws any line of discrimination against any children. This is a false line in practice. The Federal Government has long provided money to pay part of the salaries of Extension Service staffs in the state universities and for the salaries of staff in vocational education programs, for example, and there are probably hundreds of other similar situations, and perhaps this type of arrangement should be the pattern for school library and media center staff assistance.

We should like to see the Commission look into the published standards of the American Association of School Librarians as to staff, materials, and facilities. While these standards are too high for our purposes, we should like to have the Commission consider recommending that the Office of Education be given authority to set some minimum standards as a condition for federal money grants. While such minimum standards might also tend for a time to be the maximum, most school systems seem to have such poor standards as to staffing that things could only be better, not worse. And once established, such standards could later be improved.

No one doubts perhaps that a country which can provide twenty billion dollars for the Defense Research budget, three billion a year for five years for investment tax relief for business, and $250,000,000 for a single aircraft company should be rich enough to provide substantial aid for all types of libraries. To sell such a program to the Congress will require of course a subordination of legislative rivalries within the library world and a country-wide united legislative effort at local levels by all libraries and librarians of a kind we have never before attempted.

Revenue sharing is not promising for school libraries because the money given to states in most cases will go to the pressure groups with the most clout. While public libraries may get something, school libraries do not seem likely to.

Libraries, particularly school libraries, have been stepchildren too long, and what libraries are asking seems like peanuts or a bag of shells.

R. A. SCHLUETER

University of Wisconsin

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Your request for testimony was received as an honor and an opportunity to voice some of the problems which I feel are eroding the services of special libraries specifically, and all libraries in general.

As a special librarian of about twenty years of on-the-line experience, as a teacher of special librarians in a library school for about five years, and as an observer of special libraries on three continents, only my "gut reactions" are revealed concerning these problems, though I feel that the professional library literature, and interviews with informed special librarians would probably confirm my views. Without attempting to become scholarly in describing the problems, I should like to merely present my own observations.

My presentation will be categorized under the following headings:

- Budget
  - Reduction by employer
  - Effect of prices
- Employment
  - Effect of wave of unemployment
  - Effect of employment philosophy of employer
  - Effect of paraprofessional availability
- Cooperation
  - Need for holdings information of other libraries
  - Need for networks
  - Effect of "parasites" on larger libraries
- Copyright
  - Effect of Williams & Wilkins case
- Training
  - Present courses
  - Data processing possibilities
  - In-service training

BUDGET: REDUCTION BY EMPLOYER

During times of business crisis, organizations of all types find themselves retrenching, and cutting all non-profit-making activities to the bone (and sometime amputating them). Mr. Herbert White, at the 1972 SLA meeting in Boston, delivered a very informative talk entitled "Organizational placement of the special library and its relationship to success and survival." Mr. White's association with the U.S. Atomic Energy Commission, IBM, and Institute for Scientific Information activities, linked with his service to the SLA, makes him a worthy spokesman and observer. Within an organization the library, as an activity, rarely has the "clout" wielded by other members of the organization when competing for the budget dollar. As a matter of fact, the library appears to be a user of profit rather than a producer of it — in the eyes of most administrators. The library is a service to other groups within the organization, we librarians insist. When budgets are cut, services are scrutinized. One typical reaction is to consider the special library as a luxury service; reduce it or eliminate it, and rely on the public library which the taxes of the organization already support.

Some difficulties associated with this rather shortsighted point-of-view are:

1. The elimination or reduction of the special library service within the parent organization decreases the efficiency of information storage, retrieval and use within the organization. More time is required to ferret out obscure statistics, methods, identities of people and corporations, etc. When attempted by people untrained in the art of literature handling valuable time is lost. The stock-in-trade of the librarian is the use of the literature in solving problems for his parent organization.
2. By eliminating or reducing special library service, the responsibility is transferred to other, usually larger, public libraries. These libraries, having to serve the entire community, cannot devote as much effort to an organizations' problem as could the organization's librarian. Neither could the high degree of expertise available in the special library of

the organization be marshalled by most public libraries. (A few large public libraries are staffed with specialists who have this expertise, but generally a library which tries to be all things to all people cannot be expected to have collections and/or staff comparable to those of the specialized organization.)

3. Sometimes the reduction or elimination of special library service within the parent organization is meant to be only temporary — just until the emergency is over. Then, it is assumed, the library will regain its former stature and meaning in the organization. But in most cases the breaking of the continuity of service is also accompanied by a breakdown of staff morale through a sense of lack of security, and through a sense of lowered status and value in the organization. The collections, especially the periodical holdings, contain gaps which are difficult to fill.
4. When the budget shrinks, the parent organization should be researching possibilities for production of new goods and services. Research requires rapid, precise access to the existing literature, which means that an excellent library service should be maintained or expanded. Thus, the cutback in library services is the opposite of the reaction which should logically take place under duress.

BUDGET: EFFECT OF PRICES

Most libraries are faced with a maximum allotment beyond which budget increase for acquisitions is extremely difficult. All acquisitions, other than gifts and exchanges, must come out of this allotment. Furthermore, this maximum may increase from year to year, but eventually the maximum reaches a breaking point at which the library is told that it cannot obtain further funds for acquisition expenditures. In some libraries this limit is reached early in their development; in others it comes later, but ultimately the purse strings are pulled tautly closed. When that limit is reached the library must purchase monographic items (e.g., books, pamphlets, technical reports, patents, maps, songs, etc.) and serials (items published in runs, not necessarily periodically) within that budget.

The price of monographs and serials is rising rapidly. Part of the price rise is caused by inflationary pressures passed on to the consumer (the library) by the producer (the publisher). But another part of the price rise is caused by some publishers charging all that the traffic will bear.

A library having a fixed acquisitions budget, subscribing to serial titles each year, and simultaneously trying to acquire necessary monographic items for its collection, finds that its serials price increases can be paid for only by money taken from the monographs. Subscriptions to serials require continuity to avoid the creation of gaps which are very costly and difficult to fill at a later date, and therefore the library tries to avoid stopping subscriptions by getting money elsewhere. The "elsewhere" must be the money which would otherwise be spent for monographic items. Thus, price increases force the difficult decision to

1. reduce the intake of serials in order to obtain needed monographs, or
2. purchase serials at increasing prices to prevent gaps in the serial collection, but at the expense of the monograph collection, or
3. reduce the intake of both serials and monographs — a practice which weakens both parts of the collection.

Figures could be cited for rates of increase of periodical costs, but this discussion will stop here with the following citation:

> "Price indexes for 1972: U.S. Periodicals and Serials Services.
> Periodical services, 1972, by Norman B. Brown
> Serial Services, 1972, by Norman B. Brown; William H. Huff.
> *Library Journal* 97:No. 13:2355-2357 (July 1972)"

EMPLOYMENT: EFFECT OF WAVE OF UNEMPLOYMENT

Budget cutbacks have resulted in special library cutbacks throughout the country. SLA Chapters have employment chairmen, but applicants far outnumber openings, and the chairmen are hard-pressed to place librarians. In some cases the library is expected to maintain all of its services with greatly-reduced staff. Some new library school graduates are forced to find employment in fields unrelated to their professional training. Librarians with years of experience encounter severe difficulties in finding employment after being discharged as a result of reduction of budget. Many librarians beyond age 55 encounter discrimination because of age in finding library employment. At age 60 or higher, this discrimination is practically insurmountable because of existing employment rules pertaining to retirement.

EMPLOYMENT: EFFECT OF EMPLOYMENT PHILOSOPHY OF EMPLOYER

A surprising phenomenon occurs in many organizations when setting up a special library, or arranging for its continuing operation. In law firms, banks, insurance companies, industries, churches and many other types of organizations desiring library services, the philosophy seems to be that anyone with common sense can operate a library well. A lawyer who will spend large sums to get expert witnesses, and who wouldn't dream of hiring a non-lawyer to do the work of a lawyer, will hire a clerk-typist to operate his library. The usual results of such decisions are:

1. The organization receives minimal library service because of the lack of training of the library staff.
2. If the service rendered is exceptionally poor, the organization may decide to abandon the idea of developing a library altogether — a decision which might have been reversed had an alert graduate librarian been employed to organize and operate the library.
3. If the service is poor but the organization decides to continue the library, the personnel of the organization are really being shortchanged, and may be coddled into believing that this is really all the service a library should be expected to furnish.
4. If dissatisfaction develops, and the organization decides to continue the library, a graduate librarian brought in at a later date will have to start the organization of the library and its services from scratch. Usually this entails more work than starting the project at the beginning because much old work must be obliterated to produce a uniform working system. Much time and funds will have been wasted, and the organization will have suffered loss because of inadequate service.

EMPLOYMENT: EFFECT OF PARAPROFESSIONAL AVAILABILITY

Some people are being trained to work in libraries as paraprofessionals, relieving the professional librarians of many of the routine, clerical, nonprofessional tasks. This use of the paraprofessional is certainly commendable, especially when graduate librarians are in short supply. However, two results are frequently apparent:

1. Organizations receiving applications from paraprofessionals are deluded into believing that the applicants are fully-qualified librarians, usually willing to work for reduced remuneration. If hired, they often find themselves in difficulty in technical situations when decisions must be made, because of lack of background and training.
2. *Unemployed qualified librarians applying for* positions are faced with competition from paraprofessionals to a certain extent. The hiring organization, in order to save its funds, will at least consider, if not hire, paraprofessionals in this competition.

COOPERATION: NEED FOR HOLDINGS INFORMATION OF OTHER LIBRARIES

A library on a budget must carefully choose items to be acquired for its collection. An all-inclusive collection, even in rather narrow fields, is almost unattainable. Thus, every library is, to a greater or lesser extent, dependent on other libraries, using interlibrary loans or photocopying services to fill the needs of its clients.

To efficiently use either interlibrary loan or photocopying services or to send a client to the library holding the desired item, it would be ideal for libraries to know what each other held. Many union lists of serials and union catalogs have been initiated to compile this information, but efforts at best have been mostly local and rather sporadic and uncoordinated. Many of these necessary bibliographic tools are produced by volunteer help or by inadequately funded groups. Changes in personnel, interest and budget can quickly stifle these efforts. Without access to well-designed, accurate and constantly updated union lists and union catalogs, a library is unaware of which library can be called on to lend or photocopy the desired item. The borrowing library uses the laws of probability by calling the large libraries for service, assuming that they would be most likely to have the item. Ironically it is quite possible that a library requests and gets service from a large library far away, when a library a few blocks away has the item and would have given the requested service. Two rather untenable situations result:

1. The larger libraries are overused, and may ultimately tend to restrict their services because of sheer lack of manpower needed to handle the requests.
2. If the large library does not have the item in its collection, the requesting library is faced

with a potentially large number of phone requests before a library is located which has the item. This hit-or-miss method is very time-consuming and inefficient.

COOPERATION: NEED FOR NETWORKS

The need for interlibrary cooperation on a large scale has been discussed widely and is largely recognized as a coming necessity for service to schools, industries, governments, and other information-hungry groups. Collections of data in centers of all kinds exist; the technology (systems analysis, computer hardware and software, display systems, communications systems; etc.) exists; and librarians, computer centers, administrators have the interest and know-how, to make networks of libraries and information centers work. But formidable obstacles stand in the way of integrating existing facilities:

1. Political and intergroups rivalry. City vs. county. Suburb vs. core areas. Private vs. public facilities. Large vs. small libraries.
2. Funding. Convincing these factions that they should contribute a considerable amount of their support budget to the development of a nebulous entity which has not existed in their presence before, and which guarantees little return on their investment for, perhaps, several years — this indeed requires diplomacy as well as technical know-how of the highest order.
3. Attitude toward networks. The present facilities are "working" adequately; why should we take from our tax or profit dollar anything to sponsor and develop something with which we have no experience and for which we have little assurance of success? How do we know that this network project isn't just a political boondoggle, lining the pockets of computer corporations and an oligarchy of "experts" who themselves haven't had much experience? Let's stick with the status quo until these new-fangled gadgets become infallible (and cheap).

COOPERATION: EFFECT OF "PARASITES" ON LARGER LIBRARIES

The cutting back of special libraries in parent organizations having financial difficulties, and the dependence instead on the collections, staffs and services of other libraries, brings the borrowing organizations practically into the condition of being parasites, dependent on the well-being and benevolence of the larger libraries. Many of the larger libraries are tax-supported, and from one point-of-view the borrowers have a right to request services because of being taxpayers. However, the budgets of the larger libraries are also being cut back by inflation and actual budget reduction. Personnel leaving their staffs often are not replaced. Purchases of expensive items are cancelled or postponed, in the hope that money will come from somewhere. But it is a rare library which refuses to give maximum service to other libraries. In spite of heavier loads, lower budgets, decreased staff, overcrowded physical plants, the libraries must serve!

COPYRIGHT: EFFECT OF THE WILLIAMS & WILKINS CASE

The firm of Williams and Wilkins has brought suit against the United States for copyright infringement through the unauthorized photocopying of journal articles by the National Library of Medicine and by the National Institutes of Health Library. On 16 February 1972 Commissioner James F. Davis of the U.S. Court of Claims filed his report to the Court. In effect the Commissioner recommended to the Court that the plaintiff (Williams and Wilkins) is entitled to recover reasonable and entire compensation for infringement of copyright. It is hoped that the National Commission on Libraries and Information Science, and indeed all bodies whose word bears weight in legal circles, bring maximum resources to bear on the satisfactory solution to the copyright problem. Because libraries of all kinds depend so heavily on photocopying in lieu of lending, it is recommended that the solution be aimed strongly at continuing to permit free photocopying access to the copyrighted literature. A confirmation of Commissioner Davis' findings in higher courts will certainly work extreme hardship on libraries in general, and on special libraries in particular.

TRAINING: PRESENT COURSES

Special librarians who developed into professionals by learning what they know on the job, usually find themselves in difficulty when they try to change from one parent organization to another. The lack of formal training in library science is a detriment.

Many definitions have been given for the term "special library," and rather than recite any of them here, it would suffice to list the characteristics they should exhibit. A special library should have either or both of these:

1. Serve a parent organization or clientele which is specialized in a certain subject field (e.g. finance, insurance, pharmaceuticals, geology, foods, etc.)
2. Have a collection specialized in a certain subject field.

We usually think of a special librarian as one who (preferably) has a good subject background in the subject field in which the library specializes. However, a large public library or a large university library is really made up of several special libraries even if their total collection has broad coverage. The patrons they serve work in, or are interested in, many diverse subject areas and demand depth in the subjects of the collection. Thus, although important, the type of client served and the breadth of the subjects covered by the collection are not the sole criteria for differentiating special libraries from others. In fact, the most important criterion is that of exceptional service to the clients. The librarian in a generally-accepted non-special library is a passive servant of his clients. He waits for them to bring their problems to the library, and then he takes action many times by simply pointing them in the general direction of books which might solve the problems. The special librarian takes the time to become acquainted with the patron and his problems, and becomes an active member of the problem-solving team by enlisting all possible resources in the solution of the problems. He looks at the raison d'etre of the library as being a tool for the solution of problems, and every activity behind the scenes (acquiring, marking, arranging, housing, exhibiting, distributing) is aimed at maximizing this problem-solving attitude and concept. A book is not purchased if it does not contribute to this aim in his organization. A library staff member is not tolerated if he has any idea of giving lesser service. Thus, in my estimation most libraries *could be* special libraries if their concept of service changed.

Now let us consider how a library school would set up a curriculum which would best train special librarians. When a student is in school he rarely knows in which type of special library he will be employed after graduation. With classes of 15 to 30 students, the course content (subject-wise) would have to be general. To require all students to take a course in, say, reference sources in the natural sciences would be to waste the time of those who will not be working in a library which stresses these sources. Even if the students studied such a course, the rate of change of the reference sources and the wide variety of sources encountered in an active science library would indicate the teaching of the *techniques* used by a librarian to become quickly acquainted with the potential uses to which a new reference book could be put in his library — under what circumstances would such a book be brought to the attention of the client? What types of questions or problems will it solve? It is the technique, rather than the knowledge of the internal structure of hundreds of titles, which should be mastered in the library school. The intimate knowledge of each individual title will have to occur on-the-job where the books actually exist, rather than in an artificially-devised situation in the classroom.

What can we teach, then, in the library schools? The techniques of budget preparation, book selection, cataloging, classification, weeding of collections, building layout, personnel management, circulation techniques, selection of equipment, public relations, literature searching, should be mastered by all librarians, including special librarians. The latter should be exposed to those library qualities which non-special libraries lack, namely, techniques of handling problem-solving situations generated by the clients. Visits to many types of special libraries, interviews with special librarians, case studies of typical problems, study of techniques used by special librarians to fulfill their mission (e.g., building of special-purpose files for recurring problems (peek-a-boo, Uniterm, or computerized); selective dissemination of information (SDI) techniques; selection of special equipment to allow more efficient access to information; studying of techniques used by clients in problem-solving), a thorough grounding in research techniques useful in library operations, on-the-job training in existing special libraries — these are some of the things the student should work on to prepare himself for special library work, beyond the normal course-work of the school. Most of all, the special library student should be saturated with the concept of going to extremes to give the service his client needs. The use of teletype, telephone, personal acquaintances, interlibrary cooperation, photocopying, translation of foreign languages, abstracting and indexing techniques, to solve problems should be stressed.

TRAINING: DATA PROCESSING POSSIBILITIES

The computer, with all that the word implies, is here to stay. Most librarians have steered themselves around the study of data processing, believing that their lack of a mathematical background makes the understanding of the subject impossible. This is like saying that the lack of knowledge of the chemistry of combustion of gasoline-air mixtures in a cylinder would make it impossible to drive a car effectively. Every month the literature on library and information science contains accounts of new situations in which data processing has been applied to library problems. It is important that future librarians, notably special librarians many of whom will have access to data processing facilities, learn what these facilities can do for them, and what is needed and expected of the librarian in applying the data processing techniques. Unless the student wishes to specialize in these applications, however, it is doubtful that he need go beyond a couple of introductory courses in library applications of data processing.

TRAINING: IN-SERVICE TRAINING

Most special libraries have few staff members, many being one-man libraries. A library school student who has never worked in a library as a staff member is unskilled (even with a degree) and has much honest anxiety about being thrust into a position in which he must administer and make operational decisions for a library immediately after graduation. One of the ways to overcome this feeling of anxiety is to provide a program of in-service training while in library school. During this period the student would work on the staff of a library, observe how decisions are made, how problems are solved, how people are handled, how collections are selected and organized. In short, he would get his feet wet in librarianship under the watchful eyes of a good librarian, and could compare his ideas and what he is learning in school to what is actually taking place in working libraries. The student would bring much to his courses which now are quite theoretical and sometimes nebulous. The school would gain by its contacts with the cooperating libraries and librarians, and would have to constantly update its courses to reflect new concepts and techniques. Indirectly it is quite certain that some placement success will be attained by bringing students and libraries together.

Congressman
FRED SCHWENGEL

United States Representative
Iowa

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

It is a privilege for me to present in this statement both my own personal, deeply-felt concern and the continuing concern of the Congress for the programs of the National Commission on Libraries and Information Science. Living, as we do, in the midst of an unprecedented information and knowledge explosion whose impact is rapidly outdistancing our existing resource facilities, we confront a new awareness of our national responsibility to provide informational and library services and resources adequate to the needs of our people. I believe that this Commission must play a significant role in helping to shape and define a National Library Policy, broadly based, wisely conceived, adequately funded, utilizing local, state and regional structures with cooperation and support from the Federal Government in pursuit of our common goals: education, research, and service. Our implementation of these goals is reflected today in the ever increasing social investment in scientific and technical research and development, an investment which is also a commitment to the future of this nation.

It is a truism — and no less true for that — that the survival of a free society is bound up with the widest possible dissemination of knowledge among all the people: an informed citizenry is the surest guarantee against every kind of tyranny. It was an American writer and seer, Ralph Waldo Emerson, who noted that "we owe to books those general benefits which come from high intellectual action." In one of his most prophetic utterances (*The American Scholar*), he further defined for us today the vital place of books in American society and their impact upon the quality of life which alone can sustain freedom:

"*Man Thinking*. . . . Him Nature solicits with all her placid, all her monitory pictures; him the past instructs; him the future invites. Is not indeed every man a student, and do not all things exist for the student's behoof? And, finally, is not the true scholar the only master?"

It is this vision of Everyman — Man the Thinker, secure in the integrity of his own mind, able to seek and to find truth — that lies at the heart of America. I need only cite the example of Lincoln as an illustration of the power (which) great books possess to nourish that greatness of mind and spirit which sustains our faith in this land and its people.

The Biblical Preacher could declare wearily that "of the making of many books there is no end" (Ecclesiastes 12:12), hardly foreseeing the overwhelming fulfillment of his words in our own day. Our overcrowded libraries are collections of these books, whatever else they may be or do. Yet a library is something more than merely a center for storage and retrival of knowledge and information, vital as those functions are. It represents the accumulated wisdom of the ages — yes, and some of the accumulated folly as well, mindful of the genial judgment of Oliver Wendell Holmes that "the foolishest book is a kind of leaky boat on a sea of wisdom; some of the wisdom will get in anyhow."

In dedicating the Free Library in Birmingham (U.K.) just over a century ago (1866), George Dawson spoke of a great library as containing "the diary of the human race." More recently, Norman Cousins has described a library as "the delivery room for the birth of ideas — the place where history comes to life." So it is that books, like ideas, have consequences.

Can a book change your mind? Yes, such is the evidence of experience all through history. Books can broaden and enlighten, challenge with fresh insight and new ideas, sweep away old and discredited concepts. On occasion, books can boggle the mind and shake the foundations thereof. A character in Sheridan's *The Rivals* warns against "a circulating library in a town" as "an evergreen tree of diabolical knowledge." Certainly there *is* some risk in freedom, but surely far greater danger in ignorance. For a truly balanced mental training or citizenship course, if you will, all our people should be encouraged to obtain and to read books which really say something significant. Important biographies, revealing memoirs, and meaningful fiction being published today can convey knowledge about history and its makers, opinion-molders, myth-killers, curiosity-quenchers, and mind-openers. In this sense, books are truly the best and most enduring form of liberation.

Good authors can turn us on to what is happening — or *not* happening! — in our society and environment, in politics, in the arts, in the sciences, in education, and in communications. They are people who are capable not only of changing your mind, but of exciting it with new ideas, exposing it to new concepts, absorbing it in new interests.

America needs more people who know of our early hard beginnings as a nation — our mistakes *and* our progress, people who know of and appreciate the profoundly moral and ethical base of our society, persons who care deeply about others and who want to help all people become wiser and better as they may find — or make — opportunity to do so. These are foremost among the fundamental concerns of our libraries in their many vital services to our people.

We are approaching the 200th anniversary of our nation's birth—a fitting time to look back in appraisal, and to take stock of our achievements and present direction. Have we, in any way, fulfilled the vision of the Founding Fathers? Where have we failed, what have we accomplished, how do we set our sights for the future? Certainly no nation in history has attempted, as we have, to educate so many. But have we really educated the great mass of our people? A truly educated man is constantly learning by reading and absorbing the great thinkers of the past as well as contemporary thinkers, controversial and noncontroversial. No man can claim boredom when he has access to reading materials. No matter how sophisticated library systems become, their goal is the same as it was when the first "free" town libraries were established — to bring information to the people. It is therefore shocking to read the results of the poll conducted for the National Advisory Commission on Libraries and Information Science on the use of public libraries: as you will recall, this poll indicated that only three in ten adult Americans use public libraries. Even more shocking was the indication that 45 percent of those people had not read a book in the past 3 months. Other studies have indicated that on the average, Europeans read more than Americans. Evidence such as this indicates a deplorable situation, and suggests that we have a long way yet to go in educating our people. The task facing you as members of this Commission is truly far-reaching and challenging.

A good place to begin is with the elementary and secondary schools which are, in effect, the training ground for our youth, our nation's most precious asset. Only within the last decade has the Federal Government recognized the importance of elementary and secondary school libraries. Whether this inattention was due to our nation's leaders or to the fact that the demand for these programs was not felt until the 1960's is useless to argue, though I cannot but wonder. Have we become so specialized that educators and librarians are not communicating with each other? What greater opportunity can the true educator have than instilling in youth life-long habits of reading, to implant and foster both the desire to read *and* the enjoyment thereof? A creative librarian-teacher team can lead pupils into the fascinating world of the printed word at an early stage; even the preschooler could be included in these programs. It is with great interest that I watch the development of school libraries.

To expand these very important programs, I believe this Commission should look into the hours of service provided by school libraries. Certainly the trend should be toward opening the library before the start of the school day and extending its hours of service after the end of that school day. Supervised study and research for evenings and weekends could go a long way toward developing better study habits for youth. The excitement of the school library should be communicated to the parents and this, too, should be the responsibility of the teacher-librarian team. In this way our school libraries can serve both youth and the larger community. Once parents recognize the educational potentiality of their school libraries we will no longer be faced with cutback in State and Federal funding and defeat of local bond issues. There is much to be lost by failure to communicate with the taxpayers. As a legislator, I know that taxpayers today want to see tangible returns for the burdens placed upon them.

In these days of instant everything, I fear we place too much emphasis on how quickly a job can be done. I know from personal experience that our educators and librarians should put greater emphasis on comprehension. Nothing is better for the spirit than to savor good books, books which cannot be read in haste. "The images of man's wits and knowledges," wrote Sir Francis Bacon, "remain in books, exempted from the wrongs of time, and capable of perpetual renovation." Such books, however, demand not only to be read but to be read with deliberation and reflection: their gift to us is a renewal of wisdom.

With respect to our public libraries, I hope that this Commission will direct its attention to making the public library a more integral part of the community. The deplorable figures I cited earlier point up the need to broadcast the virtues of reading and of using the public library. The socially disadvantaged must be made aware of the resources available in the public library to help them escape their ghetto. The lonely and the aged need special attention. Much of this can be accomplished without greatly increasing the resources of our public libraries. Imagination and empathy are the qualities needed in a public library staff, together with a lively awareness of the community in which the library exists. The very medium which is cutting in on the reading habits of our people—television—should be exploited in behalf of the public library by acquainting people with the services available to them and dramatically presenting the satisfactions of good reading. Innovative library programs must receive priority. Few citizens will tolerate mediocre health, protective, sanitation, and other like public services. Yet a service which feeds the mind receives too little attention from our citizenry.

For those who ask "Why Have a Public Library?" a quote by author Gerald W. Johnson is among the best answers to that question.

"The Public library is a way of escape from the narrow area of our individual lives into the field, finite, no doubt, but unbounded, of the wisdom and experience of all mankind. It is not the only way of escape, but for the majority of us it is by far the widest and the easiest to pass through, thus the one that we should be most careful to keep open and free from impediments.

"For we are prisoners without exception, if not of stone walls and iron bars, yet of our limitations. . . . We are restricted to our length of days and to our own energy, but not to our own knowledge and skill; the accumulated wisdom of the race is available to anyone who can read a book. The key to this broader world is the possession of books, but if the door stands wide open there is no need of a key. It is the business of the public librarian to keep the door open and to see that no stumbling block lies in the way of those who would enter. . . .

"There is the most urgent need for our people to broaden their intellectual horizon with all possible speed, for the moment of crisis is already upon us. It is not enough to train the rising generation to meet their new responsibilities, for irreversible decisions must be made before they come to maturity. It is the quality of American men and women who are already of voting age that will tell the tale. . . .

"For the overwhelming majority, the quickest and easiest access to the world's best thought is through the public library. To maintain this source of information open to all and unpolluted by any self-seeking interest is a task important beyond all computation, not to ourselves alone but to the world."

Since the advent of World War II and, later, Sputnik, no area has received greater attention from State and National leaders than that of higher education. Yet, again we must question ourselves as to the success these efforts have achieved. Are we really educating the whole man or are we producing narrow technocrats whose talents will be quickly outdated? The college and university library should exist not only to provide the basics necessary to fulfill the objectives of the curriculum, but also to be a center for the university by making available those resources needed by students to complement their individual course of study and to begin a lifetime of self-education.

We need to know more about the actual usage of research libraries. We all know that university librarians have been hard hit with respect to funding. Increasing educational costs, increased publishing, lower Federal expenditures, and higher costs of service and materials have all contributed to this. The trend must be toward the sharing of resources at a National level. I recognize that certain materials must be in every library of higher education, but others could be shared. If this Commission were to direct its attention to some national plan, I believe much could be achieved for higher education. We have all been too hasty in believing that automation would prove to be the only salvation for research libraries, yet we cannot afford to overlook the advantages offered by the newer technologies.

Perhaps the Center for Research Libraries in Chicago should play a greater role in the sharing of resources. Certainly this would be advantageous for those institutions in the midwest. I am struck by the fact that parochialism has dictated that each major research library be an entity unto itself. Perhaps increased Federal funding could be justified on the basis that the collections of research libraries constitute a national resource. Each of you is more knowledgeable than I as to how a truly national network might be effected, but I commend it to your serious attention. We cannot, however, continue to fund individual collections which are growing at an alarming rate. In my own State of Iowa, the State University has increased its resources from 526,127 volumes in 1964 to 831,034 volumes in 1971. The University of Iowa has grown from 1,226,254 volumes in 1964 to 1,584,865 in 1971.

In any discussion of our national resources, the Library of Congress must necessarily be directly involved. From its humble beginnings as a "small parliamentary library" in the United States Capitol this library has come to exceed in breadth and scope that of any other library in the world, having become today the greatest collection of books ever assembled. As a member of the Congressional Joint Committee on the Library of Congress, I was especially interested in the Advisory Commissions recommendations with respect to the Library. The Commission could, I believe, provide some of the broad support needed to assist the library in carrying out its manifold functions as the national library — a National Center for such varied activities as acquisitions; bibliographical services; serials; photocopying; technical reports; cataloging; automation; interlibrary loans; referral services; copyright; library resources, research, and information; cultural activities; and special services to the blind and physically handicapped. The technical problems of our libraries across the country are magnified in the Library of Congress, and a part of the solution may be found there.

In 1944 when Archibald MacLeish, then Librarian of Congress, was appointed by President Roosevelt to the State Department, the President is said to have observed that Mr. MacLeish was only moving from one mausoleum to another, to which Mr. MacLeish is reported to have replied, "A rolling stone gathers no Mausoleum." In a day in which museums and perhaps even mausoleums are finding new opportunities for exploring new ways of service, the image is even less true of libraries. No one familiar with the complex and (dare we say it) socially relevant functions of the Library of Congress could harbor any of the older ivory tower or mausoleum images which, in lingering form, continue to vex the modern librarian. The pressures of both social change and technological development are making themselves felt in libraries everywhere, presenting new opportunities and responsibilities alike.

A major step in a national cooperative program was the implementation in 1966 of the National Program for Acquisitions and Cataloging authorized by Title II-C of the Higher Education Act of 1965. It is impossible to determine the dollars that have been saved by cataloging centrally the foreign acquisitions of research libraries. Major research libraries in this country have heralded this program as among the most innovative of the century. Broader financial support will be required if the Library of Congress is to reach the goal of cataloging all foreign materials acquired by our research institutions — a goal and program I hope this Commission will support.

Certainly no national network of information could be implemented without the cooperation of the Library of Congress. To be sure, the library has found that automation does not solve all of its problems. It has, however, developed machine-readable cataloging (MARC) and distributed tapes containing current cataloging data on a weekly basis to libraries. The MARC format has been accepted as a library standard for machine-readable cataloging data in this country and abroad — a first step toward achieving a network of bibliographic information. As technology develops, I have no doubt that the Library of Congress and this Commission can work together toward a national plan. That such a plan will cost money need hardly be said; the obtaining of that money will require persuasion in your behalf.

As a historian, I naturally take keen interest in preserving for posterity the invaluable research collections throughout our country. The problems of preservation are overwhelming and acute: we cannot continue to bury our heads in the sand and hope that they will go away. The preservation program being carried on at our national library is only a beginning. The best minds in library science are going to be needed to attain a national plan. Priorities must be defined, and research conducted in depth. I believe that this Commission is the ideal forum for recommending and coordinating, in cooperation with all concerned libraries, such a program of preservation. Your task will not be easy, but it is in the national interest to seek those solutions.

A final area of our concern is that of library services to the blind and physically handicapped. Congress takes great pride in having created this program, which is administered by the Library of Congress. State service of the materials supplied by the library needs to be improved: recommendations for State and Federal sharing of this responsibility are needed. No citizen with a physical handicap should be denied the right to read because of insufficient funds.

In conclusion, I would like to commend each of you for your public spirit and civic-minded willingness to work toward improving library service for all. Your goal is to put information into the hands of each and every citizen, recognizing how vital this is to our national life. In the 14th century a great statesman and scholar who loved books passionately, Richard de Bury, wrote truly that "arts and sciences, the benefits of which no mind can calculate, depend upon books," words surely no less true in this troubled, challenging century. He went on to speak of books as "burning lamps to be ever held in the hand." So it is that books have always been a source of light in the darkest times, repositories of human experience and wisdom through the ages. Respect for the life of the mind was a distinguishing charactertistic of our Founding Fathers of our Nation, indisputably men of thought as well as action. To perpetuate and renew that respect in this land today is to render a service of inestimable worth. "The great conquerors from Alexander to Caesar, and from Caesar to Napoleon," wrote the philosopher Whitehead, "influenced profoundly the lives of subsequent generations. But the total effect of this influence shrinks to insignificance, if compared to the entire transformation of human habits and human mentality produced by the long line of men of thought from Thales to the present day, men individually powerless, but ultimately the rulers of the world . . . the moral of the tale is the power of reason, its decisive influence in the life of humanity."

In this spirit, Thomas Jefferson could write to John Adams in 1815, "I cannot live without books." If every American were to come to share that feeling, we would indeed then be a government of reasoned people, faithful to the Emersonian ideal of the common citizen as man the thinker, instructed by the riches of the past, open to all the promise of the future.

JOSEPH SHIPMAN
Director

Linda Hall Library
Kansas City, Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Libraries such as the John Crerar Library, the Newberry Library, the Linda Hall Library, the Folger Shakespeare Library, the Henry E. Huntington Library, the Library Company of Pennsylvania, Massachusetts Historical Society, the Pierpont Morgan Library, the New York Academy of Medicine Library, the New York Public Reference Library, the American Antiquarian Society, and the Virginia Historical Society, are independent research libraries, for the most part privately endowed, and, for the most part, freely open to the public. They are all repositories for large collections of research material of national significance, and vital to study, scholarship and advanced research in many subject areas. These institutions are not integral parts of any college or university, are not degree-granting institutions, and therefore, were excluded from the Higher Education Act of 1971 with its assurance of tax-exempt status. Moreover, these independent research libraries are hampered in their individual fund-raising efforts because grants from many foundations are limited to formal institutions of higher education. Federal funds are not generally available to these independent research libraries although a recent provision under Title II of the Higher Education Act opened the door to such libraries wherever a formal contractual arrangement with academic institutions could be demonstrated.

The John Crerar Library in Chicago, established in 1894, and the Linda Hall Library in Kansas City, founded in 1945, are privately endowed scientific and technical reference libraries open to the public, with collections of more than one million and one-half million pieces, respectively. They are among the nation's largest privately endowed repositories of scientific and technical serials and research material and have a particular advantage, compared to the huge, general research libraries, in that their collections are highly concentrated in their subject coverage, and accessible by means of interlibrary loan, photocopying and microfilm, to research institutions and to other libraries throughout the country. In 1971, for example, the Linda Hall Library served 1385 institutions in all 50 states, the District of Columbia and Puerto Rico.

Both John Crerar and Linda Hall, as well as the other independent research libraries already mentioned, are dependent entirely upon their own resources for the support of their operations. John Crerar, after more than half a century of self-sufficiency, can now provide only one-fourth of its annual expenditures from its own endowment. Linda Hall is fast approaching in its annual expenditures, the limits established by its income from endowment. Meanwhile the scientific and technical literature available maintains its typical exponential rate of growth, and the cost of this material in many instances grows almost twice as fast as the material itself. (For example, *"Chemical Abstracts,"* one of the world's great bibliographical and retrieval tools, indexed in 1954 about 14,000 articles in the world's literature of chemistry. *Chemical Abstracts* at that time was available to libraries at about $50.00 annually. In 1971 C.A. covered about 300,000 articles, an increase by a factor of 21.4, and the cost to libraries of C.A. was about $2400, an increase of 48 x.)

The problems posed by ever-accelerating growth affect all research libraries, and these problems are compounded by the necessary retrenchment currently being called for among libraries of all kinds. The realities of the situation suggest that the research library needs of the nation must eventually be met by appropriate combinations and consortia of research libraries, pooling their resources and services in such a way as to meet the challenges of continuing growth—collectively rather than separately — but building upon existing strengths. In order to accomplish such a goal the stance of the independent research libraries of national stature must not be further weakened, but must in some way be strengthened. It may be that legislation, or legislative amendments will be necessary to establish the positions of such libraries as institutions of higher education or as resource libraries of national significance, recognized in some tangible way, so that the logic of their participation in a national reordering and reshaping of research library collections and services will be immediately apparent, and the means to participate readily available.

JOSEPH F. SHUBERT*
State Librarian and Chairman

ALA Legislation Committee
State Library of Ohio
Columbus, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to submit this written statement for The National Commission on Libraries and Information Science in connection with your hearings planned for Chicago late this month. My comments relate, as you suggested, to legislative concerns. I understand that Mr. Robert Wedgeworth, Executive Director of the American Library Association, has pointed out the need for a careful review of laws and financial support of library service at the national, state, and local levels. In addition to endorsing his statement, I offer the following comments.

Copyright. Attention has been focused on the U.S. Court of Claims since the Commissioner of the Court rendered his opinion in the case of Williams and Wilkins v the United States on February 16, 1972. His opinion recommended a conclusion to the effect that the plaintiff (Williams and Wilkins) is "entitled to recover reasonable and entire compensation for infringement of copyright. . . ." We are much concerned that the right of photocopying for interlibrary loan and the right of fair use for library patrons be safeguarded and in August the ALA filed a brief of exceptions in response to the Commissioner's report.

In June the Senate passed a resolution extending the duration of expiring copyrights until December 31, 1974, and the extension is now before the House. Sen. John McClellan, Chairman of the Senate Judiciary Subcommittee on Patents, Trademarks, and Copyrights, stated that this extension would allow time for completion of general copyright revision during the next Congress. He said substantial progress on copyright revision has been virtually impossible during the past several years because of the protracted delay of the Federal Communications Commission in adopting new cable television rules. However, now that the FCC has completed its proceedings on the regulatory issues dealing with cable, the way is paved for action on the copyright revision measure early in the 93rd Congress.

The public interest requires adequacy of copying services and the new bill must contain clear safeguards for interlibrary loan and fair use photocopying. Fulfilling The National Commission's goal for "national equality of access to information" depends in substantial measure on a copyright law which facilitates interlibrary loan, exchange of information, and library use of technology.

Taxation and Financing of Library Services. Court decisions in several states have challenged the basic pattern of local financing of the public schools, holding it to be unconstitutional when (in the words of the California Supreme Court) it "makes the quality of a child's education a function of the wealth of his parents and neighbors." In its February resolutions The National Commission has already directed attention to these decisions and their implications for libraries. Continued attention must be given to the adequacy of tax bases.

We are pleased that The National Commission has contracted for a study of the financing of public library service, and look forward to the publication of the results of this. As we understand it, this research is exploratory and we welcome the prospect of related studies which examine the financing, governance, and relationships of all types of libraries at the several levels of government.

The ALA Legislation Committee awaits with interest the report of the Advisory Commission on Intergovernmental Relations which President Nixon enlisted to investigate the intergovernmental relations aspects of different patterns of school support. The report is due before the end of the year, at which time the President has promised to make his own recommendations for relieving the burden of property taxes and providing both fair and adequate financing for elementary and secondary education.

The intergovernmental aspects of education finance are a particular concern as we follow the large and growing number of legislative proposals for financing education and other public services. Proposals for general aid for elementary and secondary education, revenue sharing, tax credits, and funding for special programs have implications for libraries, and often raise fundamental questions on categorical versus general assistance. By their nature, libraries support education and development broadly, and federal assistance for library purposes is not narrowly categorical. The success of federal programs of aid to libraries clearly demonstrates the contribution the federal government can make in assuring access to information through development and improvement of library services. We believe that libraries across the nation — public, school, and college — can continue to benefit from federal grants specifically directed to their needs. As The National Commission plans its studies, we hope that there will be exploration of the impact these federal programs have had on library services, and a review of still unmet needs which could be met if programs were funded at the authorized levels.

Measurement. One of the continuing problems faced in legislative programs — and, indeed, by the entire library community as it relates to the larger community — is how to measure and assess the impact of library services. Even short of impact measurement, we lack an effective system of library statistics and data-gathering which provides useful and reliable information on resources and use. The National Commission's support of the efforts underway by the National Center for Educational Statistics for improved statistical programs is much needed.

White House Conference on Libraries. In January 1972 the Council of the American Library Association adopted a resolution calling upon the President and the Congress to call a White House Conference on Libraries in the year 1974. Legislation for this purpose is expected to be introduced soon after the 93rd Congress convenes in January 1973.

A White House Conference would have far-reaching impact in both the library community and throughout the entire nation. It would assist the work of The National Commission and could provide for library and information services the same kind of impetus which the 1971 White House Conference on Aging gave to the broadening and improved financing of the Older Americans Act programs. We hope that The National Commission will endorse this call for a White House Conference.

DOROTHY SINCLAIR
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STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The concerns I wish to call to the attention of the National Commission on Libraries have to do with problems of cooperation among types of libraries, and are expressed primarily from the point of view of the public library's share in such cooperation.

Government at all levels accepts the fact that the generation and dissemination of information is in the public interest. It is for this reason that libraries, whose chief concern is dissemination of information, receive public support. Until recently, that support has proceeded from separate sources, in recognition of the separate functions of different types of libraries:

The research library's chief function is to disseminate information in order to facilitate the generation of new information;

Academic libraries perform the same function insofar as they are in fact research libraries. In addition they assist in the dissemination of information, both old and newly-generated, for educational purposes, as do school libraries;

Public libraries, especially large ones, also serve as aids to research. Almost all public libraries are used extensively as adjuncts to formal and informal education. An additional public library function is the dissemination of information, both old and newly-generated, directly to the ultimate consumer for immediate utilization in practical activity.

Thus, in a sense, investment in each type of library pays full dividends only if the others are supported. Each has its function, complementary to the others. Without research libraries to facilitate the generation of new information, education would become stultified and progress in practical concerns halted. Without the means of passing on newly-generated information, one of the chief of which is the library, newly-generated information would cease to reach citizens and future citizens, both as part of a broad information base and as a guide to practical activity.

This interdependence supplies a rationale for cooperative activity among types of libraries. The differentiation of roles, however, creates problems which have not yet been sufficiently recognized and formally studied.

To date, a good deal of suport has been given to concerns of a technological nature — e.g., the retrieval and transmission of information — to development of resources at the local and regional level, and to problems connected with the efficient sharing of such resources.

It is my conviction that problems of a behavioral nature are equally in need of attention. This conviction is based on experience at several levels in public library system development and operation — including the formation of systems, the study of systems as a professional consultant, and the investigation of growth patterns of multi-library systems for public service as a dissertation topic.

The expertise provided by the study of organizational behavior, a recognized discipline in schools of management, may provide part of the necessary aid in a serious attempt to overcome behavioral and attitudinal barriers to cooperation. It is behavioral rather than operational in its emphasis; its chief concern is with motivation, creation of attitudes which lead to efficiency and teamwork, and identification of difficulties which lead to behavioral breakdowns and low morale. If successful, it creates favorable climates for participative problem solving.

Specifically, it might assist the library world to recognize and come to grips with variations which could pose formidable obstacles to cooperative effort:

1. Variations among values and service orientations
   a. *Values:* from a hierarchy placing highest value on service to the highly-educated, commercial, and urban components of society,

to one maintaining a neutral position vis a vis all information needs, to one giving first priority to the needs of undereducated, low income groups;

b. *Users:* from a small, homogeneous, mission-oriented clientele to one broadly diversified as to age, education, and information need;

c. *Outputs:* from the individualized provision of information or citations in SDS systems, through the teaching approach which provides assistance in locating materials, to the provision of not only an accurate answer to a specific inquiry, but also one which the inquirier (however inadequate his formal education) can understand.

2. Variations in institutional roles and governance

a. *Policy Making:* from lay boards (and increasingly citizens' advisory groups) in the public library sector, through a variety of faculty committees, administrators, principals, jurisdiction-wide supervisors in the educational world, to a variety of governing bodies and policies in the special and research sector. In addition to these variations, there are many libraries governed by religious bodies.

b. *Legal Consultants:* legal and semi-legal requirements vary widely, especially when interstate cooperation is in question.

c. *Variations in operational autonomy of libraries*

d. *Barriers to cooperative structures related to authority, e.g.:*

   (1) Boards of large city libraries to which black citizens have, only recently, been appointed, may see in larger organizational units an effort to dilute black participation in library government.

   (2) Combinations of libraries of different sizes and incomes have difficulty in devising equitable governing structures (assuming formal cooperation of autonomous libraries, but with the need to administer the cooperative effort). On the one hand, "one library one vote" reassures the smaller partners of representation; on the other, larger libraries which can be expected to have and provide greater resources of materials and staff may feel inadequately protected from the votes of a large number of small library representatives, and may press for a type of proportional representation. A third possibility is that the cooperative itself will become the master rather than the servant of the member libraries.

3. Stresses brought about by societal and policy changes which affect standards and procedures formerly accepted.

   a. *Personnel:* Employment of staff on the basis of life experience and identification with potential minority users rather than solely on the basis of formal (including professional) education.

   b. *Standards:* Relaxation of rules, fines, etc. Inclusion of types of materials formerly not added. Introduction of non-book-related activities, e.g., sewing classes, "social work" activities. Provision of information to activist groups.

   c. *Administration:* Separation of "traditional" and "innovative" activities and services during a period of outside funding, after which it is expected that the two formerly separated staffs will be able to combine under the same middle-management and work harmoniously.

These and similar differences in activity, values, and function become problems when formal cooperation among types of libraries — beyond ordinary interlibrary loan — is envisioned. Failure to understand and appreciate the consequences of such differences, can result in failure to communicate and ultimately failure to cooperate effectively. For example, if a "subject request" (a common-place in public library systems and interlibrary cooperation, but less familiar in academic library cooperation) should be sent from a public library source to an academic library, the latter might routinely (1) provide a bibliography rather than a document with an answer; (2) fail to take into account the user's level of expertise in the field, and his reading level (facts which, in public library circles, are normally transmitted with a request); (3) even, conceivably, consider the request one of no importance because the user's need appeared trivial within the context of the academic value system.

On the other hand, the public library staff might fail to appreciate completely legitimate reasons why academic libraries (or special libraries) might lend materials for use within the borrowing library only, or refuse to lend materials which, however, they will allow to be used in the library.

The problem is not necessarily one of right and wrong — as proponents of special viewpoints often assume — but rather one of differences which must be understood before effective cooperation can be planned.

It is not suggested that the utilization of organizational behavior techniques will remove these difficulties altogether. Certainly it will not erase differences which exist. But failure to take into account these problems of an attitudinal nature may result in the creation of networks technologically excellent but underused, and in "cooperatives" in which cooperation has given way to strained relationships. On the other hand, utilization of the techniques may improve communication, understanding, and participation in a common effort.

Specifically, I should like to recommend the following investigations and tests of the possible usefulness of these techniques:

1. A survey of attitudes, to determine to what extent problems of the type mentioned do actually exist among librarians, library nonprofessional staffs, and non-librarian governing bodies of libraries;
2. A working workshop, attended by management, middle management and heads of special programs for services to the poor, if possible comprising teams of people from the same libraries. The techniques and goals of organizational behavior would be explained, demonstrated, and to some degree tried out, in an effort to assist these libraries to move forward without special funding, merging the innovative programs into the existing library service without losing the benefits of either;
3. A demonstration of the utilization of a management expert in organizational behavior by a library cooperative now experiencing difficulties, *not* to conduct a survey but to work directly with members to help identify and resolve problems of a behavioral type.
4. A course or institute (perhaps 3 weeks in a summer session) given under the aegis of a library school in a university with a department of organizational behavior, attended by trustees, other lay administrators if possible, librarians and key staff members of cooperating libraries, and by state library personnel. A problem clinic in interlibrary cooperation, it would address itself to actual problems through a combination of group process and the assistance of experts. It would require outside funding, since most public jurisdictions are legally prohibited from paying tuition.

DAVID R. SMITH*
President

Minnesota Library Association
Hennepin County
Minneapolis, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The Executive Board of the Minnesota Library Association has requested that I convey a special sense of appreciation for the approach which the Commission is taking in the conduct of the regional hearings. We anticipate that the resulting communication and exchange of information will be of mutual benefit at the state as well as the federal level. To this end the Minnesota Library Association intends to send several representatives, librarians and trustees from the various types of libraries, to this hearing to be available for any oral testimony desired, to observe the proceedings and report back to the MLA membership. In addition to the following information requested regarding the role of professional associations in addressing library problems on a nationwide basis some points of general concern are included at the end.

The role of most professional library associations on a national basis seems to parallel that outlined in Attachment A for the Minnesota Library Association. Aside from organizational concerns and operation their purpose has two elements:

1. To advance the continuing education and development of its membership.
2. To extend public education on and support of library services.

Although the passage of certain HEW legislation has provided a minimum aid to various library programs, the overall objectives have not been reached. With the strong demands on all tax dollars, library groups should be working to just keep from losing ground. It does not appear that this is being done to any large extent. The NCLIS could provide proper priority and coordination to this important activity.

GENERAL CONCERNS

NCLIS COMPOSITION: Since the public library serves by far the largest portion of our population we feel that greater Commission representation should be given to that type of library. While academic and special libraries are represented by four or five Commission members each, there is no identified practicing public librarians on the Commission. We would hope that representation from the library education field could also be considered.

NCLIS LEADERSHIP: Beyond the stated advisory role to the executive branch of the federal government with which the Commission has been charged, there is a tremendous potential for leadership on the national level. The Commission appears to be one body which could coordinate and channel the efforts of the numerous national, regional and state library and related associations who all seem concerned with the same general problems although frequently from different angles. The potential impact of NCLIS leadership working through regional agencies within the Office of Education could be substantial. It was also suggested that, either through contract or other means of establishment, regional federal libraries be designated to fill the gap between local libraries and information centers and the Library of Congress.

RESEARCH INTO LIBRARY NEEDS: Library research has generally been hampered by a lack of funds and perhaps a lack of collective concern. In a service institution oriented to the support of an academic community, industrial staff or citizens at large libraries strive to put the users in perspective with the knowledge and information needed to meet their responsibilities and lead productive and rewarding lives. It is paradoxical that most of the research into information needs or analysis of patterns of use is fragmentary, outdated or of little substantial use being of a theoretic nature. There appears to be little practical research of the type currently being performed by the Preservation Office of the Library of Congress. Thus, library planning is handicapped by continued use of trial and error method by individual libraries as the major means of development rather than in depth investigation to serve a wider need. There are many things that we must know to meet the challenge of the years immediately ahead. The NCLIS can do much to make this important period of development a fruitful one.

FEDERAL FUNDS: Whatever course of action the Commission sets, the past importance and future potential of federal library aid funds cannot be stressed enough. Minnesota, with its relatively small population divided between the Twin City metropolitan area and large geographic rural areas has experienced significant development in library services across the state through cooperative systems, grants in aid for buildings, collection development, networks between different types of libraries and other new programs. To withdraw or reduce federal support at this time would force a halt to activities aimed at many of the dispersed or disadvantaged populations of the state. At a time when interlibrary cooperation and equalization of service to all Minnesota residents is being worked for, availability of federal funds takes on a critical priority. The current fiscal 1972 per capita federal support of $0.20 to Minnesota public libraries should not be considered a maximum or even adequate.

While we have tried to keep these comments within a concise but useful statement, we would be very happy to expand upon them either in written or oral form. Again, thank you for the opportunity to participate in these preliminary activities of the National Commission on Libraries and Information Science to which the Executive Board of the Minnesota Library Association offers its most energetic support.

THE MAJOR ACTIVITIES OF THE MINNESOTA LIBRARY ASSOCIATION

I. To inform and educate the membership
   A. Annual conferences on the recent following themes:
      1. The Indian, Black & Chicano in Today's Society
      2. Social Responsibilities of Libraries
      3. Library Service to the Underserved
   B. Regional meetings started recently to conform with state regional plan.
      1. Library Cooperation and Regional Planning
   C. Workshops on a variety of subjects.
      1. Children's Service
      2. Service to the disadvantaged
      3. Serving the unserved
   D. Publications
      1. Quarterly journal —selected mailings

II. To maintain committees and take appropriate action in the following areas:
   A. Federal Relations and Legislation — to support and develop legislative programs at both the state and federal levels. Currently supporting state aid formula.
   B. Intellectual Freedom
   C. Public Information
   D. Professional Welfare
   E. Library Planning and Development
   F. Professional Recruiting

III. To participate as members of State Library Advisory Council in the development of Long-Range State Plan and continuing development of program. (Copy of this plan has been filed with NCLIS by Minnesota Office of Public Libraries and Interlibrary Cooperation).

IV. To participate, through council representation, in the legislative activities of the American Library Association. (A minor activity at present).

V. The one state organization that brings together and provides a common meeting ground for professional librarians, trustees and lay persons to share, support and benefit from their interest in quality library service through all types of libraries.

HANNIS S. SMITH
Director

State of Minnesota
Department of Education
Public Library Section
St. Paul, Minnesota

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for inviting me to provide the Commission with some of my thoughts concerning libraries and information services for the public. I trust that you will find this useful. So much of my professional concern for the service aspect of librarianship is expressed in an article I published some years ago, that I am enclosing a copy as a document basic to whatever I write here. Although "Seamless Web" and "The Flin-Flon Principle" have attained the status of cliches, my own feeling is that the positions taken are still valid.

For me, the major tasks we have ahead are two: (1) To strengthen our libraries to the point that every library (public, academic, school, or special) can carry out its individual responsibility to its users; and (2) Eliminate insofar as possible all barriers (distance, access, architectural, attitudes, illiteracy, etc.) to the use of libraries and the materials (information, inspiration, recreation) which they contain.

The first of these means, in most parts of the country, and certainly in Minnesota, that we need to build stronger collections of materials, with additional talented and skilled personnel to assist in their use. The second means that these collections, each designed specifically for service to their specific clienteles, must be strategically located (whether in public library regions, or within academic institutions); be interconnected by effective communications and transportation methods, and be willing and ready to participate in generous interlibrary loan and other networking.

All this has implications for library financing, and so I am enclosing something I did for an LSA Institute, when the federal program still had rural orientation. The text is still valid, I feel, and needs only the elimination of its rural orientation to be generally applicable. I hope this material is of interest.

A SEAMLESS WEB

I think that I am going to begin with what may seem to some of you an unnecessary review of matters which you will call "old hat." But there are two reasons for my doing this. One is: There may be some of you who are not yet as familiar with these ideas as the others are. The other, which is even more important, I will be setting out the assumptions upon which my thesis rests. After all, it is not possible for any idea or concept to be stronger than its weakest assumption.

My first assumption is: That within a small group of a few hundred persons librarians will find just about as broad a range of intellectual interets as we would find in a group even a thousand times that size.

After all, once we have discovered in a group of people interests that cover the full range of human knowledge, adding more people will not broaden the range of interest, but merely increase the number of individuals interested in each facet, and/or multiply the possible combinations of interests in any one individual.

My second assumption is: That this full range of human knowledge has, in large part, been recorded or encoded in one or more various forms, from which in one or more various ways we humans decode that portion of such knowledge as we want or need, into another form which is usable to us. I have stated this deliberately to sound as though I am referring only to electronically computerized knowledge. But the most prevalent form of this recording or encoding is the printed word in which our miraculous minds have encoded the mass of ideas, knowledge, inspiration and beauty within mankind, and from which, at any time in the future, any mind skilled in the reading of the language which has been used, may decode and store within itself those same intellectual products which other minds had originally stored within the printed page.

My third assumption may be the most difficult for many to grant as an assumption. It is: That every human being, regardless of his place of residence, his age, his economic or social status, and his intellectual attainments, should have available to him, the right of convenient access to any and all of the encoded knowledge and ideas of mankind for which he has a need and which he is able to decode into himself. You will understand, of course, this recognizes differences in the need for, and differences in the ability to make use of, the many kinds of fact, information, and idea to be found in the full range of recorded knowledge.

Now, to bring these assumptions together into a coherent structure. Being specific, this means that any ordinarily literate working man, of any adult age, who lives in Flin Flon, is entitled to have convenient access to the full range of the contents of the Library of Congress, the British Museum, and the National Library of Canada. I think that would just about cover the range of what I am talking about.

We know that this cannot be attained in such simple terms. Nor can we overlook the obstacles presented to the ideal of convenience of use by the magnificent distances which separate such a man from the three famous sources of recorded knowledge I have mentioned. But I think you and I also know that a solution can be found in another idea.

Our three basic assumptions can be met by creating what I call "A Seamless Web of Library Service."

When our man from Flin Flon wants to read something, to find out something, he doesn't care whether the book in which the answer is found comes from a public library, a school library, a college library, a special library, a university library or a provincial or national library. That is—just so long as he gets the information, the idea, the knowledge that he needs.

He must be able to get what he needs from one of them, through the one which he finds most convenient and accessible.

All of them together constitute the components of my "seamless web." I am convinced that if our libraries are to fulfill their basic function in the life of our civilization, that we (meaning librarians operating in organized society) are going to have to develop this seamless web in a most systematic fashion.

II

Of all the kinds of libraries I have mentioned, the most generalized in function, the most generalized in clientele and the most widely accessible —is the public library. And it seems logical that it is the responsibility of the public library to take the lead in the development of interlocking systems of interlibrary communication and use, which will result in a seamless web of library service for every motivated reader-user in our society.

Now that I have thrown a gauntlet, let me get down to some important details. Of course, the public libraries cannot do this alone. The concept means nothing without the full participation of all those other kinds of libraries. And it is not the kind of cooperation where you coo and I operate. All are full partners. So, I must hurry to explain to all the others why I picked on the public library first, instead of one of them.

Here I should say that when I say "public library" I include whatever organization carries the state, provincial and national responsibility for the development of public library service.

The public library is of its very nature peculiarly fitted for the task of forwarding interlibrary cooperation, because it is a publicly supported library, open to all the public of all ages; having no specialized goals, specialized responsibilities, nor specialized requirements of use or user. While it cannot be all things to all men, it *can* be all of the things it was designed to be, not only to all men, but also to all sorts of other kinds of libraries and institutions. But it must be prepared and able to do this leading.

I am sure most of you are familiar with the published reports which began appearing in library literature during the nineteen forties. Lowell Martin's doctoral disseration at the University of Chicago is one of the landmarks. His detailed study, which was concerned with the attainment of *quality* in public library service, arrived at the conclusions we now might call the "cliches" of the standards: That, in order to attain quality service, at a reasonable cost per capita of the population, public libraries must be organized on a large population basis. The familiar 100,000 minimum population figure came out of this study.

Other studies, surveys and analyses followed on this, and confirmed Dr. Martin's conclusions. So much so, in fact, that by the time I attended the Graduate School at the University of Chicago (as an ex-G.I.) the courses in public library administration were propounding the large-population, large-area concept as basic, and graduate students were investigating the various governmental, economic, sociological and sentimental factors involved in applying this concept to local public library service in many parts of North America. There were Canadians among us. And, of course, the famous Canadian regional libraries in British Columbia and Prince Edward Island were prime examples.

Following graduation, my first job was as Assistant Director of the Mississippi Library Survey of which Mrs. Gretchen K. Schenk was Director. We studied, analyzed and toured Mississippi for several months. One of my assignments was to write the published report from the drafts of the various consultants and specialists. The report, which bears the title *People without Books,* begins with a paraphrase of the famous lines of Donne: "No library is an island, entire to itself." All of you can leap from there to the conclusion that the report recommends organizing library service in Mississippi into a number (18?) of regional (multi-county) public library systems, each to serve no fewer than 100,000 people, and some many more than that.

My subsequent observations and experience in a number of states have served to reinforce and expand this principle. A new and intriguing addition to this is the New York estimate that such a system must have no fewer than 100,000 nonfiction *titles* in its collection.

I will pause here to inject some governmental background on the United States. Since I am not sufficiently informed on the parallels in governmental structure in Canada, I must leave it to others to translate and apply what I say to specific municipal, intermediate, and state provincial terms.

In the most of the United States, the principal intermediate unit of government between cities and villages and states is the county. In all of the states in which I have worked, this unit is not only the largest below state level, but is also the largest which has the authority to establish and maintain public libraries. Although the states accept responsibility for assisting and encouraging the establishment and development of public libraries, they ordinarily do not actually operate direct public library service. But what is more important, public library service in the United States has been and still is, generally, a purely local (i.e. village or city) function.

The reasons behind this structure and allocation of function are many; but the one most important it seems to me is this: Each function or service of government has been organized and operated at that leval of government at which it could be most effective, the most efficient and the most economical—all this in the eyes of those who set up the governmental pattern in the first place. This principle is still quite valid, but circumstances have changed.

Thus, for example, we can easily see why public libraries, like public schools, started as individual city or village functions. People could *walk* to them, use them, and return home in half a day or less.

Similarly, county functions such as law enforcement, courts, tax collecting, and the keeping of legal records were assigned to the county unit which was set up so that a man could ride to the central courthouse town on horseback or in a horse-drawn vehicle, transact necessary business and return home within a single day. This limited the optimum size of a county to a radius of 25 to 30 miles from the central city or village. The county functions are used less frequently than the city functions, and thus could be farther away. These geographical limitations have now been overcome by the invention of the automobile and telephone and the proliferation of highways.

A good example of the change so wrought by the automotive age is in the organizing of fire fighting. If firefighting equipment is to do any good, it must arrive at the scene of the fire before the building burns down, or even before the building is so far gone it is not worth saving. When firefighting was done by manly volunteers who pulled their own whelled coils of hose behind them, the area which could be protected by such an organization was confined to a few city blocks, or a few rural homesteads. But now we have highly sophisticated firefighting vehicles capable of moving in excess of one mile a minute. Combined with our system of telephonic equipment which can give almost instantaneous notification of the discovery of a fire, we find that we can use these to operate fire protection districts many miles in diameter. This is a striking application of new developments to an older type of organization, with immensely beneficial results.

We should be able to do as well with libraries and other governmental functions.

Let us look at some of our other governmental functions in the light of these and similar inventions and developments. School districts are being consolidated into larger and larger administrative groupings, having elementary units closer to the residence of little children, and secondary units of large size to which young people must be transported considerable distances. I know of no universally accepted optimum size for such a school district, but it seems logical that the old size of a county, which is now less than one hour of travel time in diameter, is a reasonable one for this function.

For other functions like law enforcement, courts, tax collecting and the maintenance of records, our old county size is now completely obsolete. People within a radius of one hundred miles can travel to the center, transact business and return home in half-a-day!

With our more sophisticated knowledge of library operation, including the concept of strong centers, medium strength subcenters, and satellite branches, and adding the bookmobile (which is a small satellite branch on wheels), the optimum size of an opening library district would appear to be more nearly the same as for these county functions, rather than those for the school district, which was used formerly. Few people walk to a library any more, and the basic small library can come riding to them if they are in remote areas.

In the United States, the principal obstacle to the consolidation of governmental functions into larger geographical units has been the reluctance of local and county officials to recognize the obsolescence of their smaller units. I am sympathetic to the extent that I realize that consolidation would greatly reduce the numbers of top jobs such as sheriffs, tax collectors, registrars of deeds and commissioners. It is not to be expected that the average official will be willing to support a movement which would eliminate his job.

But this factor does not apply to proposals for library consolidation, because the local library with its staff is still necessary, and probably needs expanding if there are to be sufficiently accessible service and appropriately located outlets. So, in searching for the obstacles to this highly desirable library progress, it seems to me that the obstacles are a combination of three factors: a lack of understanding of what public library service really is; a defense of local status; and just plain inertia.

If the local public library has been little more than a collection of popular fiction and children's books; and/or; if it is the prestige principality of a few influential people such as board members or a club; and/or; if the community as a whole make little use of the library; then it has never had any experience by which to learn how much it is missing by not having real library service available. It is entirely understandable why in such a community (or, really and most unfortunately, in all those communities) there is no strong local popular movement to force the improvement of local public library service. In fact, and amazingly enough such conditions frequently result in a strong fight to *prevent* any kind of worthwhile local development.

III

The foregoing has been a preamble to a core of principles which can be stated quickly. Given my first assumptions of the need for "a seamless web of library service"; in the light of new inventions and their potential applications to library service (and their potential for inducing still newer inventions), and on the basis of an analysis of professional experience I will proceed to expound my thesis, and state a few principles.

All of this I believe is valid for both the U.S. and Canada, and probably valid for other developed countries with a reasonably high level of popular education.

Thesis: All public library service must be organized on a large enough population basis to provide the economic base for the quality of library service which is described in public library standards. (The A.L.A. adopted new ones at its 1966 New York Convention.)

To accomplish this in our own parts of the U.S. and Canada, we will have to create public library organizations which combine many of our smaller local service areas into multigovernmental-unit territories of considerable size.

If this multi-unit kind of system is to be successful, it must incorporate certain basic principles of organization and administration.

The five I list may not be complete, but I believe them to constitute what is most vital.

1. *The public library system must have a sound basis in law.* Since it is a public service, the laws of the state or province must make provision for

the establishment of such a system by the combination of existing local units of government regardless of whether they have or have not already established and supporting public library service.

This combination could be compulsory or voluntary, or induced by the availability of outside aid funds.

The most difficult part of organizing the larger system should be the job of getting the local units to *want* to combine. As discused above, this can be difficult enough. Once this motivation is achieved, the legal implementation should be as easy as possible.

2. *The public library system must have a sound base of tax support.* This is imperative. It is important to remember that I did not say "local tax support." In some of our new systems in Minnesota, the tax base is composed of local tax funds, plus a combination of state and federal aid funds. There *is* a basic minimum of local effort required to earn the aid funds. I call this a sound base.

3. *The public library system must have a sound administrative structure.* This can be insured to some extent by the basis in law. But it cannot be guaranteed if the law is made flexible enough to provide the necessary variations for mutually satisfactory multi-unit membership. Existing interests of local units in many varied combinations must be protected, and will inevitably be varied in their requirements.

While the structure of the *government* of the system, whether by a traditional type of board or as a department of government, is an important factor in this, equally so is the specific authority which the system exercises over its individual member units. I have heard the invocations to local autonomy and states rights too long and too loud to have any illusions about there being any magic in the word "federation."

Any combination of smaller units, whether by consolidation or federation, can be no stronger than the administrative authority which is invested in its central management.

4. *The services of the system, and the service outlets of the system, must be organized and distributed to provide a maximum of accessibility within the limits of geography and population distribution or density.* Here we can turn again to our man in Flin Flon — or perhaps more appropriately to the forest ranger or game warden at Sherridon. He cannot have the same convenience of access to library service as does the man who lives just around the corner from the Winnipeg Public Library. But this does not mean that his need is correspondingly less. Therefore, our library system must take advantage of every known technique of dissemination and method of transmission for getting service to him. While it may take longer for him to get the service because of a combination of geography and cost considerations, it still must be possible for him to get the service if he is patient.

5. And last, but certainly not least, and perhaps really the first in importance: *The system must be compatible with other systems, and with all other kinds of libraries.* This may sound innocuous, but it is really full of dynamite or dynamics. Potential dynamite which can throw the whole system off course; or potential dynamics to help fulfill the goal of a network of library service forming a seamless web, covering all the required forms and manifestations of knowledge and making such knowledge available to all kinds, conditions and distributions of men.

There must be compatibility with school libraries in helping to fill the burgeoning intellectual needs of school students; compatibility with academic and specialized libraries in working together to meet the challenge of the college student, of the advanced research candidate for higher degrees, of the analyst or administrator in business and industry, *and* of the out of school adult whose interest and ability lead his curiosity into deeper and broader explorations of the realm of human knowledge.

Here, the word "compatibility" is used also in its newer application to the electronic storage, retrieval and dissemination of knowledge. All libraries are going to have to make the greatest and best possible use of the miraculous indexing and transmission potentials of the rapidly developing electronic devices. Otherwise we will all be buried under mounds of unused catalog cards, or unusable indexes and abstracts. Unused or unusable, not because of faulty organization, but because of overwhelming quantity.

But, to return for a moment to my point about all kinds of libraries. While I *have* said that the public library is the logical source of initiating this cooperation, and probably the most logical instrument for coordinating it, it must be emphasized strongly that all of this will amount to nothing without the full cooperation of all kinds of libraries:

school; academic; and special; as well as public.

And this is not the kind of cooperation where the others coo while the public library operates. Each will have its own role to fill in its own area and field or responsibility, but it must also share in filling the role of libraries in general in creating a seamless web of library service.

IV

Let us turn, for a moment, to the definition of "network" given us by the notorious lexicographer and famous biographer, Dr. Samuel Johnson. He wrote:

> Network: Anything reticulated or decussated at equal distances with interstices between the intersections.
>
> Decussated: Intersected at acute angles; and
>
> Reticulated: Made of network; formed with interstitial vacuities.

Those interstices between the intersections, in our library network, could be identified as the distances between our service points. They must not be identified as the distances between our practices and our ideals. Nor can they represent the uncrossed distances between us as librarians.

Recent action by Congress has authorized funds to help develop networks of interlibrary cooperation. The first appropriation is small, and provides funds only for the purpose of making plans for creating such networks. This has a great potential for our seamless web, but I am somewhat chagrined that the national legislature appears to be ahead of so many in the library profession. But this is the kind of challenge which librarians must rise to meet.

And I think we *are* going to be successful in forming stronger public libraries, in forming library systems which work together with all kinds of libraries, and we will create this seamless web of library service. We certainly can do so, provided those interstitial vacuities are geographic, rather than being in our own minds.

JEWELL SMITH
Assistant Librarian

Springfield-Greene County Library
Springfield, Missouri

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Missouri was one of the first states in the early 1950's to produce a Plan to recommend ways and means to bring adequate library facilities to all of Missouri.

When the Library Services Act was passed by Congress in 1956 and extended in 1961, Missouri made a renewed effort to get a good look at Missouri libraries and their ability to serve the public. From this joint effort of Gretchen Schenk and her consultants, Missouri Libraries, Boards of Trustees and interested citizens came Public Library Service in Missouri: A Survey. A Plan was structured from the Survey which has become the basis of most progress in Missouri in the last decade.

In the introduction to the final revision of the Plan the concept of library systems was stated:

> The concept of library systems includes all libraries: public, school, college, university and special. Overall goals of library service can be realized only when all types of libraries have attained minimum standards of service. Since a plan of service must be based on a knowledge of existing facilities and services, additional investigations in depth of school, college, university and related libraries are urgently needed at this time to complement the present study of public libraries and their interrelated functions.
>
> Good reasons underlie this increasing close relationship. More and more Americans today think of their libraries as part of a vast network of information, beginning with the library they are using at the moment and ending only when the information they are seeking is finally found.

Through the LSCA funds, four public library systems were established in different areas of the state. These systems were initiated with the idea that the participating libraries would support the systems when the federal funds were removed. This has been only partially successful, but in every instance it has given the librarians involved a larger concept of library service. Most of the systems have evolved other types of cooperation such as rotating collections, in-service training programs, and reciprocal borrowing.

It was realized from the beginning that in order for the libraries in Missouri to make any real progress, the library laws must be changed. The Missouri Library Association and the State Library undertook a survey and produced a statute which was outstanding for its codification of public library laws. The state legislature failed to pass it, however. Probably the failure of its passage could be attributed to the half-hearted support the draft received from many librarians in the state. Five years later in 1972, a very significant part of the bill which provides for consolidation of contracting library districts became law.

In 1966 the Graduate School of Library Science and Information was established at the University of Missouri at Columbia. Since that time the Recruitment Committee of Missouri Library Association has worked very closely with the Librarian-Recruiter at the Missouri State Library in continuing to recruit young people not only for the graduate scholarships, but also for the internships which go to undergraduates to work in public libraries. The salaries for these interns are paid through the State Library.

In other ways the Missouri Librarians have been actively showing their concern for all kinds of patrons in all types of libraries. One example is the Missouri Association of School Librarians who have worked for years to establish a School Library Supervisor in the Missouri State Department of Education. This finally has been accomplished in 1972.

In 1971 an Outreach Committee was established in MLA. This committee has grown rapidly and is working closely with the Missouri State Jail Committee to bring materials to the persons incarcerated in the prisons and jails of the state.

The Missouri Library Association in 1971 asked that an Advisory Committee to the State Library Commission be formed to act as liaison between the library association and the state commission. This committee consists of librarians, trustees, civic leaders, and legislators. The goals it has set to improve library service in Missouri are impressive. If these goals are successful, they will involve the full cooperation of the Missouri librarians, the Association and the State Library and the wise use of local, state and federal funds. So far, the greatest successes in Missouri have come from the local level, often subsidized by the state and federal governments.

The Advisory Committee has decided upon the following goals as essential to the future growth of library service in Missouri.

That the fullest understanding of the use, value, and potential of library service — of the interchange of information through a library — be had by all of the citizens of the state.

That there be employed in all of the libraries of the state sufficient personnel to carry out programs appropriate to each library's role and that these persons be equipped by education, training, and experience to deal successfully both with the intellectual and informational content of libraries and the intellectual and informational needs of clientele.

That access to and availability of library materials of whatever kind appropriate to the interests and information needs of every citizen, of whatever condition, in the state be accomplished and this with a minimum of *needless* duplication.

That every citizen of the state, of whatever condition, have convenient access to a kind of library service appropriate to his interests, needs, and state of life.

That libraries of the several kinds in any area of the state develop means for the fullest use by all citizens of the materials, staff, and special competences of each library.

That larger units of library service tending toward greater operating efficiency and more effective service be established throughout the state, either by formal consolidation and merger or by contractual means.

That the State Library be empowered to plan, guide, and direct the development of total library service within the state, with local decision and control in no way being compromised.

That every library program be conducted in an "atmosphere" conducive to and productive of the fullest and most effective use of the information sources available.

That information service as provided by libraries become an increasingly more important part of the processes by which the decisions of government are made.

That libraries entertain and experiment with innovative methods of operation or service in recognition of unprecedented needs of citizens and as a means for pioneering totally new methods for serving people.

Objectives and goals related to finance or to law necessarily include the assent and support of legisaltive bodies or of other, i.e., non-library administrators and officials. The degree to which the goal of maintaining continuing communication with citizens regarding the "library idea" is achieved will in great measure determine to which these other objectives and goals can be achieved.

MARGARET STEFFENS
Vice-Chairman

State Board for Libraries
State of Michigan
Department of Education
Lansing, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am pleased to present to you the State Library of Michigan established by law in 1828 and operating today from the headquarters building at 731 East Michigan Ave., Lansing. The state agency has had a constant and substantial growth in reference, research and information. The main library is in a remodeled building which is functional but not adequate for the collection of 1,309,320 volumes and the staff of 141 people. Facilities in addition to the main building include a Legislative Reference Service, the Law Library, a Government Center Branch, the Upper Peninsular Branch, and the Access Office at the University of Michigan.

Specialists or consultants are available to all public and school libraries in building and construction, state certification, penal fines, and library contracts. Service is given to state institutions including hospitals, prisons, welfare and to the Trustee and Friends Divisions of the Michigan Library Association.

The board, appointed by the governor, and an advisory board since 1965 following a constitutional revision is responsible to the State Board of Education. There are five members, four white and one black, representing four population areas in the state. Two members are former trustees of public libraries and their knowledge is valuable. One member is a publisher of a foreign language newspaper and the fourth member is the principal of an elementary school in our largest city. The last appointee and recently resigned had no experience in a library leadership role and was not an effective member.

The board meetings, a full day session, are held every two months when all state and federal programs are reviewed. The State Librarian and the Deputy Librarian attend all the meetings and the Executive Secretary of the Michigan Library Association is a guest at each meeting. The advice of the board is respected by the Board of Education and the State Superintendent of Public Instruction and the relationship is cordial. The present legal status of the board without the power to act is a weakness in the library service to the people of Michigan. The current annual report of the Michigan Department of Education consisting of eighty-three pages devotes six pages to library services.

The staff and board have after a careful review of a study and analysis of the public libraries in Michigan approved the plan for a regional library system in Michigan. The nine million dollar funding needed for the program in a state with a population of over eight million and a proposed operating budget of four billion dollars for 1973 is not unreasonable. At this writing the appropriation has not been granted. Library service which shall be available to all the residents of the state is a trustee responsibility under the Michigan Law and if the people use our libraries or do not, we are charged to provide access to information, encourage research, initiate new programs, establish new learning centers, acquire, record, process, and share all the collections in the state.

Federal grants since 1965, approved and supervised by the state library, have strengthened the standards for service. Two important services under this program are the grants to the library for the Blind and the Physically Handicapped and the Library Services and Construction Act. The first grant has made possible service to 6500 people, 215 institutions and a dramatic increase in two Sub-Regional Centers. The second grant has resulted in the construction of nearly fifty new public libraries. The requirement of local funds has increased the performance of the local trustee and aroused a citizen pride in the new accomplishment. My recent visit to the Grand Rapids Public Library, serving a large population area in Western Michigan gave me a tour of the new central building and an interpretation of the $50,000 special grant to serve four counties with extension of services. The summer program to bring books to the inner city has had an exciting beginning. All programs are well advertised.

Securing adequate funds and space are two of the most serious problems we attempt to solve. The state has a responsibility in the direct costs for library services and facilities which are a part of the educational system. The word adequate I have discovered has one meaning for me and another meaning for the State Appropriations Committee. The state aid has not been increased since 1938. The state library budget remains at $3,078,800. The trustee can as a citizen communicate to the legislator who is a citizen. In commitment and communication we have not been successful. Our dialogue has not been continuing and we have been reluctant to advertise. The words; to develop, to provide, to allow, to enlarge are meaningful words in the annual report but they have not resulted in action. Information, speakers, brochures, TV and Radio programs could be developed in a publicity department.

The Access Office at the University of Michigan is the first step in bringing together the major public and university libraries in providing resources and collections that may be available to all the people. The state library is planning to be the booking agent and the principal distributor for all state agency films. This will provide a service to all elementary and secondary schools in making available to them information from state government.

The state library has provided a very limited program in education for trustees. A workshop session held once a year is not adequate training for the trustees of the public libraries in Michigan. Most trustees have the power thrust upon them and if they serve with an alert and informed librarian, attend state and national conferences, continue professional reading they develop into responsible board members. Unfortunately approximately 100 trustees out of a possible 2000 participate in a once a year state workshop and a handful attend the National Conference. A well planned Governor's Conference in 1965 attracted 1000 people, Trustees, Friends and Citizens. A plan for a trustee seminar was submitted to a national foundation and was not granted. We will continue our search for a donor.

In the summary of my study of the State Library of Michigan I have observed:

1—A dedicated staff operating without adequate funds and space.
2—A legally restricted board without power.
3—A strong influence on the public and school library.
4—An effective plan for regional service with all libraries, public and academic.
5—A competent distribution of federal funds.
6—Inadequate statewide publicity.
7—A strong need for trustee education in statewide seminars funded by government or private foundation.

This study is the viewpoint of one state library board member. I believe a valuable project for the state library board in Michigan would be a study and review from each board member in understanding of functions and objectives.

LESTER L. STOFFEL
Executive Director

Suburban Library System
Hinsdale, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The Suburban Library System is a cooperative established by its member public libraries as a result of state legislation providing funding for its operation. Its formation was and its operation is based on the voluntary actions of its independent locally controlled public libraries. The only requirement of members is free access to library materials owned by any member library by patrons of any other member library. Basic services include Central Reference, Interlibrary Loan, Audio-Visual Services, Reciprocal Borrowing, delivery of library materials, and Consultant Services.

Our 58 independent public libraries, for the most part, during our initial years since 1966 have shown that they will work together for the improvement of their services to the million and a half people within the system boundaries. In my opinion, SLS has proved that cooperation works when equity is built into the programs. We have succeeded in raising the level of library service throughout the western and southern suburbs. Our member library boards are more responsible. Multimedia materials are now available through even the smallest member library as well as a sophisticated reference service and an efficient accessibility to a significantly greater depth of library materials. We are convinced these accomplishments could not be attained without state funding from a broader base than individual municipalities.

Yet, inequities in ability to support local public libraries are evident among SLS member libraries. If all libraries in the system levied the .15% tax rate against real estate, the yield would range from $1.53 per capita to $309.75 per capita. Of our 95 communities 62 would be unable to reach a level of $6.50 per capita at the .15% rate maximum permitted by state law without a further rate referendum. Forty-eight communities contain a population under 10,000.

The need for merging these libraries into viable sized units with realistic tax bases is obvious to the Suburban Library System. The dilemma lies in our desire to maintain community control of public libraries versus existing local attitudes toward the definition of the term "community." We need to instill a larger sense of the term "community" which is not limited to existing political boundaries. Local pride is the frequently used term; parochialism may be a more accurate one. Many people will sacrifice many advantages, including a respectable level of library service, to preserve their narrow sense of community.

Within our boundaries are over 300,000 people residing in 34 communities who support no public library. We feel an obligation to these unserved people, and have a strong ongoing program of assistance to them in establishing library service in the most practical way. New independent, small and inadequately financed public libraries are not the answer — we already have too many like that. We encourage establishment of library districts (similar to school districts) with existing public libraries. Our goal is to aim toward a significant reduction in our number of independent libraries while establishing locally supported library service for every resident of the system area. In fact, we have drawn our system map as a goal for the future with eight large district libraries hopefully replacing the current 61 libraries plus 34 unserved communities. It is also our hope that these eight districts can be library communities controlling their own destinies.

By means of a state program which uses federal LSCA funds, we are proving that the stimulus of even temporary financial support encourages the formation of larger library districts and tends to outweigh the influence of local pride in decision making. The program — Project PLUS (Providing Larger Units of Service) — funds a demonstration of service to unserved areas from an existing library and obligates the holding of a referendum to establish a larger library district. Although it is too early to be certain, first results indicate this to be a very successful method of carrying out our objective of locally supported library service for the entire population within the system area, enlarging service areas and still maintaining local control of libraries.

The existence of several black poverty suburbs in our system poses a difficult problem. Not being a part of a larger city makes them totally responsible for their own services, but being small and with no industry there is practically no tax base to support public services. Racial prejudice and the fact that the number of people outweight the value of property discourages neighboring suburbs from including them in service areas. This is true even though their immediate neighbors enjoy the tax base provided by the industrial developments in which residents of both the wealthy and the poor suburbs work.

Our goals of locally controlled larger service areas and library service for all can be accomplished only through the stimulus of grants from or through the state which are used to promote a statewide plan. Revenue sharing, which returns money to municipalities, would not answer these needs. Rather it would help to preserve parochialism and separatism in public libraries, and would perpetuate inadequate libraries duplicating functions and materials. The only other solution would be forced mergers, but we believe local decision making should be preserved.

Therefore, I urge the National Commission on Libraries to recommend the continuation of and an increase in the level of LSCA type grants which can be of significant help in solving library problems on a planned area-wide basis.

ANN SWANSON

North Iowa Library Extension
Mason City, Iowa

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

As per your request, I am submitting the enclosed material to the National Commission on Libraries and Information Science for your regional hearing on September 27, 1972.

Exhibit A: "Nile, Inc. — A First" attempts to give some background on the development of NILE, its new existence as a nonprofit corporation, and the services it offers.

Exhibit B provides a look at the goals and specific objectives of our two newest programs: Service to the Disadvantaged and to the Handicapped. These services were begun in the late Fall of 1971. We hope to be able to continue them into 1973 with the aid of LSCA funds.

Exhibit C are some examples of letters written about NILE. Perhaps they will give you some idea of the rapport which we think we have with our area.

If you have questions concerning any of this material, please feel free to contact me.

What happens to your library system if the elected heads of Iowa government are non-library people?

— if salaries and qualifications of its personnel must be regulated by the Merit System?

— if one of the system's vehicles is demolished or a person injured therein sues?

— if the headquarter's library asserts more authority than desired by member libraries?

These were among the many questions asked of the North Iowa Library Extension (NILE) members during the past three years.

In 1958, NILE started as a child of the Mason City Public Library. Member libraries contracted with the Mason City Public Library for service from NILE. In 1969, the State Auditor's Office recommended that "the contract with the Mason City Public Library be amended to provide authority for administrative officials of the Library Extension to account for their funds under the direction of the State Traveling Library."[1]

To comply with this, Iowa State Traveling Library drafted a new contract with the Mason City Public Library Board enabling NILE to handle its own bookkeeping. It soon became apparent that such action put NILE in a peculiar position. It was no longer tied firmly to the Mason City Public Library and it did not want to be strictly an arm of the State Library subject to politics. The member libraries wanted the authority to jointly establish policies and programs and carry them out; yet NILE had no legal right to stand alone under the Iowa Code without incorporating.

In May of 1971, these member libraries took a straw vote in favor of incorporating. As a result, the NILE Advisory Group, made up of one representative from each county, voted on June 10, 1971, to take action to make NILE a nonprofit corporation.

The Iowa State Traveling Library Board voted to approve the incorporating of NILE and to establish it as their agent in North Central Iowa; thus making NILE eligible for federal funds on the same basis as the other cooperatives. The Department of Health, Education and Welfare gave its O.K. to the new organization and spelled out rights of ownership of federal and state properties.

With these authorizations, the lawyers for NILE were able to proceed with incorporation. On July 1, 1972, NILE, Inc., was established and granted its corporate license by the Secretary of State. To our knowledge, this is the first public library system offering total library services to be incorporated in the United States as a nonprofit institution.

What does this mean to libraries which belong to NILE?

> It means *NO CHANGE IN THEIR RELATIONSHIP WITH NILE.* There need be *no* changes in the governmental status of existing libraries. Each local library board retains its identity and control over its affairs. The local library board buys services from the corporation.

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[1] Official Auditor's Report, January 1, 1968, through June 30, 1969.

Who runs the Corporation?

The affairs of NILE, Inc., are managed by a board of directors elected from each county-director district as prescribed by the bylaws of the corporation. The first Board consists of:

Mr. Ernest Gerardi, Klemme — Chairman
Mrs. Lois Zimmerman, Whittemore — Vice-Chairman
Miss Sarah Senior, Clear Lake — Secretary
Mrs. R. M. Christianson, Joice
Miss Frieda Blum, Hampton
Mrs. Donal Halvorsen, St. Ansgar
Mr. Keith Loveland, Ackley
Mr. Fred Smith, Forest City
Mrs. Carl Magdsick, Charles City
Mrs. Robert Gram, Belmond

This board adopts said bylaws and policies of the Corporation and hires and prescribes the duties of the corporate officers. The first corporate officers are:

Mrs. Ann Swanson, President
Mrs. Martha Meyer, Vice-President
Mrs. Eunice Findling, Secretary
Mrs. Anne Hegel, Treasurer

What services are currently available?

Reference: Librarians may request specific titles or broad subject materials through NILE either via the mails or the telephone. Many of these materials will be readily available through NILE's 130,000 volume collection or Mason City Public Library's 125,000 volume collection. If not, these materials may be obtained through the Teletype Reference Network which daily circulates requests to other major public libraries and college libraries in the state.

Telephone: If a library has its own telephone, NILE provides the library with a telephone credit card and pays the bills for all long distance phone calls to NILE or other member libraries.

Book Cataloging and Processing: NILE can order books from any publisher or book jobber for 38% to 40% discount on most items. (Most individual libraries receive from 20% - 33% from these sources.) NILE catalogs and processes these books at no extra cost to the member library. The member library pays the bill for the cost of the books only. NILE provides book order forms for librarians to use in submitting their orders. Nonmember libraries buy this service at cost.

Rotation: Some of each year's budget is allocated to the purchase of books for a rotating collection. Once each year, each library desiring this service is asked to choose the number and broad categories which will be in their deliveries. (About 85% of the books will never be older than five years, and few books will be received a second time unless they are requested.) The collections will be exchanged via truck every four months. NILE does not ask libraries to interrupt their circulation and call in books which are checked out. We ask only that libraries return *all* NILE books remaining on their shelves from the previous exchange.

Give Away Program (G.A.P.): Each year the rotation books copyrighted three to six years before are reprocessed, and member libraries are given the opportunity to select those titles which they would like to keep in their libraries. These books are theirs to use as long as they remain in the program. Title to the books remains with NILE.

Workshops: Once or twice a year, workshops are held for librarians and board members on such subjects as book-buying, reference, library budgets, children's and young adult services, etc. Member librarians and representative board members are expected to attend.

Bookmobile Service: A book van housing from 1,500-2,000 titles is available for stops at retirement centers, nursing homes, communinty centers, rural locations, etc.

Reciprocal Borrowing: A NILE borrower's card is available to patrons of member libraries. When these cards are presented to other member libraries, they entitle the bearer to free service in those libraries. (Ex: A Joice boy attending college at NIACC in Mason City, could use the Mason City Public Library free of charge upon presenting the NILE card). Courtesy card holders borrow according to regulations of the host library.

8mm Films: A collection of 300 silent films is available upon request to member libraries.

16mm Films: NILE owns 31 16mm films and a projector which are available to member libraries. Through its two memberships in FILMS, INC., an additional 38 films every two months are available to member libraries. Access is provided to the Iowa State Traveling Library's film collection.

Cassettes: Approximately 250 cassettes are available for immediate loan to member libraries plus access to 1,000 more from the Iowa State Traveling Library.

Art Prints: 654 art prints are rotated three times annually to those member libraries wishing this service. These are fine art reproductions, framed and ready to hang in patrons homes.

What does it cost to buy services from NILE?

To become a full member with use of all available services and voting privileges in the corporation costs 50¢ per capita from all town and rural residents (minimum fee $285); or 65¢ per capita from a town whose surrounding rural area is not covered by a county library tax (minimum fee $371).

Other nonmember libraries not wishing full membership in the corporation may soon be able to buy a specific service for a base fee plus the cost of that service.

Members of other cooperative library systems may use the cataloging and processing service for 75¢ per book.

What are the prospects for the future?

NILE, Inc., hopes to extend library service to all those persons in North Central Iowa who are currently unserved. It will formulate plans for and implement projects which member libraries would like to have to improve existing library services.

Exhibit B1

Service to the Disadvantaged in North Central Iowa

NILE works with the Migrant Action Program, the Community Action Program and the Alcoholic Coordination Center to provide library service to the disadvantaged.

Three organizations will help cooperate and promote the program with NILE:

1. The Migrant Action Program, which has its headquarters in Mason City but serves all Mexican-Americans in Iowa, tries to help the migrants to improve their life patterns, to alleviate Anglo-prejudice against a native American of brown-skinned origin, who is poor, and who knows little or no English. NILE and MAP want to help restore and revive the Spanish culture background and make the Mexican-Americans all useful citizens.
2. The Community Action Program of the Office of Economic Opportunity, whose primary job is to mobilize public and private community resources to assist the low-income, unemployed, or unskilled persons in the area, serves nine counties around Mason City. Part of CAP's work is to help these people organize effectively so that they can tackle and solve their own problems.
3. The Alcoholic Coordination Center, also serving nine counties, has a primary purpose to provide rehabilitative services that will make it possible for the poor alcoholic to reach and maintain sobriety, and thus free him to face more realistically the other factors involved in his poverty status.

These organizations act as referral agencies to inform the library personnel of such people (migrants, low-income families, and alcoholics) who are in need and would benefit from a share of literature, knowledge, culture, entertainment, and understanding.

NILE wants to continue the challenge to bring the disadvantaged people *up* to a higher level of living. We want to restore their hope and confidence to prevent drifting to the open road.

GOALS:

1. To give low-income people a *hand up* instead of a *hand out*!
2. To educate the public and the community on the problems of the disadvantaged, (including the functionally illiterate, the reader whose native tongue is not English, and the rejected alcoholic). Societal attitude toward poverty level persons is a challenge since it has always been difficult to deal with, in terms of the prejudicial nonacceptance direction it has usually taken.
3. To attempt to break the barrier of misunderstanding dividing library staff and the disadvantaged. This education involves the information of *who* they are, *where* they are located, and *how many* are in each community.

4. To assist local libraries with display materials, posters, fliers, and brochures to involve them in the cooperative effort of serving those who are disadvantaged.
5. To unite the local and state agencies working with the disadvantaged to strive for cooperation and extensive sharing in their similar outreach services to these people. This includes surveying agencies to find what each has that would be relevant and useful for work with the disadvantaged.
6. To make audio-visual materials and bilingual literature available this year to other cooperatives, agencies, and groups who are also serving the disadvantaged. Faster progress can be accomplished when ideas are mutually shared to meet the goals of all who have concern.

SPECIFIC OBJECTIVES:

By September 30, 1972, NILE will have reached 65% of the 1,345 Mexican-American migrants via direct weekly home visits and monthly mass migrant meetings with the delivery of bilingual books, periodicals, and audio-visual media. Three-fourths of this specific target group are in the locale for the duration of the summer, approximately five months.

By March 31, 1973, NILE will have provided the following:

1. Materials on how to attain U.S. Citizenship as well as material in Spanish on what is covered in the exams including information about the Constitution, the government structure, American history, etc., to the 260 migrants settling out of the migrant stream.
2. Will have supplemented the 1,844 people in the CAP classes on a weekly basis with books and audio-visual learning materials will have provided service to 50% of the 11,152 people in the total CAP area.
3. Will have further enriched the lives of those less fortunate by establishing a "lending library of toys" to the 360 migrant children and the 400 children at the three CAP Centers in order to give them a chance to play with toys their parents cannot afford.
4. Will have provided 40 books and audio-visual materials twice a month to each of the 19 residents located at the Alcoholic Coordination Center, and have reached 50% of the 850 people afflicted with alcoholism.
5. Will have promoted services for the disadvantaged by television communication four times and by monthly newspaper coverage to the North Iowa Community.
6. Will have further informed the public about NILE and the cooperating agencies' (MAP, CAP and the ACC) services to the disadvantaged by making a film to publicize the work with those in need.
7. Will have assisted each of the 63 local libraries and one institutional library with materials to advertise and involve them in the cooperative effort of serving those who are disadvantaged. Forty volunteers will have helped to promote and extend library services to the disadvantaged.
8. Will have contacted and corresponded with 65% of the state agencies involved with the disadvantaged program and will have exchanged and shared catalogs of material as well as innovative ideas.

Exhibit B2

Service to the Blind and Physically Handicapped In North Central Iowa

NILE works with its member libraries, the Iowa Commission for the Blind and the nursing homes and county homes in the area to provide library services to the blind and physically handicapped.

GOALS:

1. To provide adequate collections of commercially produced materials (large print books, talking books, cassettes, 16mm and 8mm films, and kinetic learning materials) to the physically handicapped.
2. To distribute library media to the physically handicapped to meet the needs of those unable to effectively utilize the regular services of the library.
3. To provide catalogs of available library materials that are particularly usable by the handicapped.
4. To become a full regional public library depository for the state for complete materials and equipment available from the Iowa State Commission for the Blind.
5. To make a film demonstrating services provided to the physically handicapped.
6. To have the film about the physically handicapped available to all interested people, cooperatives, and agencies in the state. To

promote an exchange and sharing of ideas with other persons working throughout the state with the physically handicapped.

7. To set up a volunteer prgram through local facilities to have materials shown or read to the people.

SPECIFIC OBJECTIVES:

By March 13, 1973, NILE will have provided the following:

1. Twice a month delivery of audio-visual and print materials directly to 320 physically handicapped residents in the area's eight largest nursing homes (those having 40 active library patrons). Film requests are also received daily by mail and telephone.
2. Once a month delivery of audio-visual and print materials directly to the 1,740 physically handicapped persons at eight hospitals and 32 nursing homes and retirement centers. Film requests are also received daily by mail and phone.
3. Will have handled 224 total monthly special research requests for specific subjects, book titles, and authors to the physically handicapped.
4. Monthly rotations and delivery of children's audio-visual and print materials to the 160 children of four day care centers, retarded, and handicapped homes. (This includes cassettes and their accompanying books as well as kinetic learning materials.)
5. Catalogs of audio-visual material including talking books, cassettes, large print books, and regular books to the 48 homes and centers serving the physically handicapped.
6. As a depository for the Iowa State Commission for the Blind, NILE will have contacted each of the 48 nursing homes to demonstrate the talking books and machines and cassettes and cassette recorders directly to those eligible for the service as well as to the administrators so we can be immediately informed of new people entering the home.

   It is also hoped NILE would have been granted the right to become a full regional public library depository for the state for those materials and equipment available to the blind and physically handicapped for the Iowa State Commission for the Blind.
7. To make people in the area and state more aware of the services provided and the work being done for the physically handicapped by making a film showing these facts. To have this film available to all cooperatives and agencies in the state also working with the physically handicapped as well as to promote an exchange and sharing of ideas with these interested people.
8. The service will also have been extensively advertised in the 32 area newspapers in order to inform the home-bound and shut-in. The available services will also have been communicated via television and radio.
9. Will have utilized the voluntary service of at least 72 individuals at each of the 48 homes and centers.
10. Will have provided tapes and cartridges for those interested in nursing homes to record information of their town and area's history, etc.

June 27, 1972

Exhibit C1

Mr. Tom Jolas
City Hall
19 S. Delaware
Mason City, Iowa 50401

Dear Mr. Jolas:

I am writing to you concerning the program of the North Iowa Library Extension Service and the excellent opportunity it has been affording to the people of North Iowa in general and to our program at the Alcoholism Center in particular. Through close cooperation we have been provided with film materials, books and other materials that have been invaluable in providing service for the alcoholic person and his family. Through the use of the North Iowa Library Extension facilities we have been able to project educative materials regarding alcoholism into the communities of North Iowa, and we anticipate their resources as a continued support to our program.

It has been brought to my attention that there is a possibility of discontinuing the program of the Extension Service. I would consider this a serious blow to the continuing development of an entire dimension of life; namely, the educational and intellectual realm that must not be ignored if North Iowa is to keep abreast of the times which we live. I would encourage your support of this program and I look forward to our continued cooperation with the Extension Service.

Sincerely,
Ken Bakker
Director

Exhibit C2

Manly, Iowa
April 9th, 1971

North Iowa Library Extension
225 Second St., S.E.
Mason City, Iowa

Gentlemen:

After polling of many patrons that use our library, we found a tremendous response to use of Art Reproductions should they become available at NILE.

We urge you therefore, to consider adding this service to the excellent facilities you now assist our own library with, and countless other small libraries that do not have access to other art forms, being so limited in this specific area.

Thank you —
Lydia Kalous, assistant librarian
Doris Gerdes, Librarian
Manly Public Library
June 20, 1972

Exhibit C3

We have filled out forms for the twelve people who have been served by the NILE Book van plus one new person. At the present time one person is in a hospital and one is now able to walk to the library.

Some of these people, even though they are confined to their home or even bedfast, are able to use normal printed material.

We certainly enjoyed our day in Mason City last week and I know that our Library patrons will enjoy the books. I am continuously amazed at the quality of service NILE offers, especially in the area of reference materials and services to the handicapped. Thanks again.

Mrs. Lloyd Bates
Union, Iowa

MARY ANN SWANSON
Librarian

Evanston Township High School
Evanston, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Even more than in past decades the school library media specialist must be knowledgeable in the area of curriculum and instructional programs in order to meet the needs of students and teachers working at all levels of the educational program. He must be involved in ongoing in-service education for all educators so that he is conversant with current research and trends in the field. This presupposes access to educational literature at the local level that must be available both to the media specialist and to the teaching staff. Workshops, mini-courses, and other in-service courses for teachers in the use of a wide variety of media must be associated with their curricular development thus the school library media specialist must play an ever bigger role in helping teachers develop their skills in the use of instructional media.

The changing role of the school library media specialist involves more than greater knowledge, it requires access to greater scope and variety of materials to suport the educational program. Title II, ESEA, was a good beginning to the supplementing of local support. It provided materials for all students and should be expanded to provide even greater support for the varieties of materials needed in the development of independent learning programs and in the recognition of the learning styles of all students.

This leads to a need for greater access to materials supplied outside the local school district. An opportunity for reciprocal borrowing between school library media centers and other libraries including those of higher education and public libraries, and for the development of specialized collections by various libraries rather than each developing general collections should be a national goal. The privilege of reciprocal borrowing would make such specialized collections available to all users in a larger library community.

Such services as are required for specialized collections should be developed so that not all instructional media services are provided by each center. Every center may not develop video cassettes on every subject, but production of certain materials may be assigned to one center while another develops slide collections, but all materials will be available to all students in the area.

If we as a national group believe in education for all citizens, we must develop a means to make materials available to all.

RUTH W. TARBOX*
Executive Secretary

Children's Services Division
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the National Commission on Libraries and Information Science

Thank you for the opportunity to present testimony to the National Commission on Libraries and Information Science for its hearing in Chicago on September 27, 1972.

In your letter of July 24, 1972 you say "We are particularly interested in your views on the relationship of children to libraries and how the changing demands of this age group affect the service programs of all types of libraries."

Libraries need new directions to reach and serve children of the "seventies." It is imperative if the impact on children today is to equal, and it ought to surpass, the past contributions of libraries in this special area of service.

Genuine progress in this, as in all areas, is too frequently hindered by inflexibility, mediocrity, a lack of intelligent and realistic understanding of purpose and method.

The needs, and rights, of children are recognized today by more agencies than ever before: physical, emotional, intellectual needs are frequently noted, as well as the material needs that are common to all children. However, few communities proceed to analyze the situation where it is apparent that such needs are not being met. Libraries can make a significant contribution by cooperating, coordinating, and initiating programs that focus attention upon the needs of children. Many libraries are already involved in Outreach Programs, and the need for increased participation with other agencies serving the child is recognized.

The role of libraries in services to children in the "Seventies" includes supporting all services to children, "advocacy"; work with children individually or in groups; work with parents and other adults working with or for children; work with other agencies serving children. The last requires regular communication with other agencies, and exchange of plans and feedback into library activities. Materials, of course, include non-print as well as print, and human resources are also important. Listening and viewing guidance are as basic and important as reading guidance.

Programming needs to provide opportunities for participation, achievement, stimulation, self-direction, including guidance in channelling energies, help in continuing and expanding interests begun in the library. It involves structured programs for groups as well as unstructured, flexible programming with children participating in the planning. Creative programming provides opportunities for children to think, perform, accomplish, enjoy.

The White House Conference on Children recognized these needs. In its Report to the President, recommendations relating to the Right to Read Effort include:

The availability and accessibility of appropriate materials and experiences to meet the childs' needs and interests.

The importance of preschool and out-of-school activities with parents and others in the community to cognitive and affective development basic to learning to read.

Creative library service to children is basic to fulfilling both of these recommendations. The Report further recommends:

The success of the national Right to Read effort will depend, in large part, on the availability and accessibility of materials and experiences which meet the needs and interests of all children.

A broad range of appropriate materials should be provided in school media centers and public Libraries, relevant to every child's needs and interests.

With its recommendations relating to Parents and Community:

Libraries should be required by state library agencies to initiate community surveys to deter-

mine the kinds and quantities of materials and services available and to identify gaps in such materials and services.

Public and school libraries should coordinate planning to optimize the use of facilities and trained personnel and to pull the community and the school even closer together.

To fulfill these roles and to carry out a viable program of library services to children, adequate staff, materials, and space are required. Strong administrative and financial support must be secured in order to achieve these objectives.

In setting its priorities we urge the Commission to:

1. Recognize the importance and the urgent need for increasing and strengthening library programming for children at all levels of government—national, state, local. Presently, there is inadequate provision for consultative service in this area at the national level. Less than 25 states have consultants in children's services on State Library Extension Agency staffs. At the local level, when budgets and/or staff have to be cut back, in too many instances the first budgets decreased and positions eliminated are those relating to children's services.
2. Encourage and support a review of the courses presently included in Library Education on services to children. Preparation for library work with children in the seventies must relate to today's needs, and ought to include not only courses in child psychology and materials for children, but also management, community relations, programming for services outside of the library. Programming for the needs of children in libraries of the seventies requires personnel with special skills and training.

Librarians working with children can be active agents for changes that are needed in our society. We urge the understanding and support of the National Commission in providing that opportunity.

DONALD E. THOMPSON
Librarian

Wabash College
Crawfordsville, Indiana

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I have long felt that the library is one of the informal or formal education. I have been interested in all aspects of library use but particularly as it applied to academic instruction. I think that it is important, however, to encourage library use at all levels and in all circumstances.

I have never been satisfied with the type of library instruction that has been given to students in colleges and universities. Several years ago I made a study of all of the literature that had been written to that time on the subject. With very few exceptions, it all centered around the library tour and instruction by a library staff member on how to use reference books and the card catalog. The missing ingredients seemed to be the lack of the human or individual approach and the use of problems or experiences which may not have been relevant.

With the assistance of a grant from the Council on Library Resources, we started a program in the fall of 1970 which I believe will prove to be a practical and worthwhile model. Our approach centers around library student assistants working with students, the use of research problems or library experiences which the students themselves have chosen or that interest them, and the help and guidance of the library staff.

The library student assistant works in three distinct categories at present. The first is an assistant to faculty members in freshman seminars and selected upperclass seminars. Each helps the faculty member with class instruction but his principal duty is to assist the students with library research. The second works as a library student assistant for interested living units (dormitories and fraternities), acting as a liaison between the library and the living unit, helping students with library research. The third is a combination of the above two—some from each group elect to be employed for reference desk duty during the school year. In all cases, these library student assistants learn about the use of library materials and how to do research by active involvement in the library, in an experiential rather than lecture situation, under guidance of reference personnel. Involvement rather than perfection is the objective.

We see an increase in the use of the library and believe it will continue to grow if the problems encountered along the way can be met. The problems have become evident in the form of adequacy of library personnel, commitment of faculty to good teaching, an identification of and understanding of educational objectives, systems analysis, and institutional priorities. The new one-to-one encounter with students learning what makes a library tick may bring embarassing questions to answer. Such accountability has been long overdue in higher education and ought to be welcomed.

The particular contribution of Wabash College to this Commission hearing would be, in my opinion, to call attention to the creative input of students into the teaching-learning situation not only for themselves but for their peers. As they learn more about what the total library can offer rather than what a specific number of books can do for them, they see the library in a different sense and hopefully have a new and different learning experience.

As far as I can see this adds up to two things: (1) we hope and believe that students are learning to use the library by involvement with real and personal problems rather than by memorization and rote learning, and; (2) we feel that there is a closing gap which brings faculty, library staff, and students into a more equal partnership in the teaching-learning process.

LAWRENCE W. TOWNER*
Director and Librarian

The Newberry Library
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am Lawrence W. Towner, Director and Librarian of The Newberry Library, a privately-endowed, independent research library in history and the humanities. I am pleased to have the opportunity to present to the Commission some recommendations for the support of nationally important research institutions such as The Newberry Library.

The basic problem faced by such libraries—whether the research branch of the New York Public Library, The American Antiquarian Society, The Folger Shakespeare Library, The Newberry Library, or the Henry E. Huntington Library—is one of growing obligations and relatively diminishing resources.

The increasing obligations are a direct consequence of national policy decisions, particularly since World War II, that made education through the college level (and beyond) not the province of the few but the right of all those who can profit from it. The consequences of these decisions can be seen in almost any statistic one cares to mention: increased numbers in college, increased proportion of total population in college, increased numbers of advanced degrees, increased numbers of faculty, increased Ph.D. degrees, and increased scholarly research and publication.

All of these statistics are reflected in increased demands on the great privately-endowed independent research libraries for services, for library materials, and even for financial support for research and publication on the part of the rapidly growing scholarly community.

At the same time, the general inflationary trend in the cost of everything (from paper clips to salaries, from utilities to journal subscriptions, and from current books to antiquarian books) has made great inroads on the libraries' available funds. Even the wisest management of endowment and the most vigorous fund raising has not allowed the research libraries to keep up with regular acquisitions, let alone to grow at a rate so as to maintain the preeminence as research institutions they currently enjoy. In the case of the Newberry, for example, operating costs only ten years ago were such that some 25 percent of endowment income could be spent on acquisitions. Today operating costs are so high that, even though we have more income, the portion of the budget available for library materials has dropped to sixteen percent.

If rising costs and increased demands continue without relief on the income side, sooner or later all independent research libraries will be in jeopardy. Funds for acquisitions will be absorbed by higher operating costs, and even the books we currently hold will be in serious danger because of paper deterioration and overuse. Then the growing, living collections housed in these institutions of great educational and cultural significance and vitality will become static or decaying collections in dead museums of the book. The danger signals are all flying: they must be heeded.

The remedies for all these ills are not all to be found in the National Commission on Libraries and Information Science, of course. But within its mandate, it can do much.

1. It can prepare and publish a Special Report on Privately Endowed Independent Research Libraries for distribution to the public, to the Congress, and to private foundations.

2. It can urge upon the President and the Congress the elimination of certain legal disabilities under which we operate. For example:

   a. To declare privately endowed independent research libraries public charities for income tax purposes, thus putting them beyond the provisions of the 1969 Income Tax legislation and making them eligibile for the full benefits of charitable donations, including gifts of personal property.

   b. To declare them "educational institutions," and thus make them eligible for federal support for construction grants and loans, for acquisitions, and staff, etc., as is now the case for other educational institutions, private as well as public.

3. Finally, after establishing basic criteria, the Commission can designate the great privately endowed independent research libraries as "National Libraries" deserving support for all aspects of their operations, not only from their local communities, but also from individuals and private foundations throughout the United States.

ALPHONSE F. TREZZA*
Director

Illinois State Library
Office of the Secretary of State
Springfield, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Public Law 91-345 the Act which created the National Commission on Library and Information Science states that "Congress hereby affirms that library and information services adequate to meet the needs of the people of the United States are essential to achieve national goals and to utilize most effectively the nation's educational resources and that the federal government will cooperate with state and local government and public and private agencies in assuring optimum provision of such service." Almost every word in that statement of policy is important in that it not only declares that library and information services are essential to national goals as a matter of national policy, it states the need to effectively use our resources and requires the federal government to cooperate with state and local government in assuring such services. If there is to be even a remote chance of meeting this national policy then the role of the state library agency must be clearly defined and aggressively pursued. It is, of course, easy to proclaim goals and develop high sounding phrases. We can order extensive research in the problems that have been studied and restudied, hashed and rehashed for decades. What is needed today is more action and less talk, more implementation and less research.

Librarians have traditionally been given credit for cooperating and working together. Compared to other educational agencies, librarians and libraries have done rather well in areas of cooperation but that is really saying little in terms of real accomplishments. Most educators including librarians piously express their "full support" to cooperate. What they really mean, however, is what can I or my library gain by cooperation. It seems to me that our first goal should be to somehow educate librarians, library trustees, administrators, and friends of libraries to fully understand and believe in what I choose to call "unselfish cooperation." Let us go back to the principle of doing for others rather than doing for ourselves. Let us agree to cooperate to help the other library and the other person rather than to plan for the gains for our own clientele and our own particular libraries. Cooperation is never equal and in most cases its benefits to at least some are only realizable in the long run. This is especially true of the "have" libraries. The "have nots" generally gain some benefit almost immediately. But in the long run even the "haves" will benefit immeasurably. All of the resources that any library has accumulated is the result in some direct or indirect way of the support of every citizen in the country. We should stop thinking in terms of our "primary clientele" and think in terms of our clientele as being all citizens. Obviously priorities must be set in order to achieve the goal of services adequate to meet the needs of all people.

If we are to achieve a national system of library and information services that will meet the needs of people then the role of agencies at various governmental levels must be clear. An effective national system of libraries can only become a reality if there is a partnership of national, state, and local governmental concern and support. The three national libraries (Library of Congress, National Agricultural, and National Medical) have fairly well defined goals and are doing an increasingly better job of supporting the nation's libraries by offering many services both basic and supplementary. In many ways the Library of Congress is both the most and least effective. It can never truly fill its rightful role as our national library until Congress is willing to make that most important decision designating the Library of Congress as our national library. This is an action that is long overdue. Needless duplication and waste of funds cannot be even slowed unless L.C.'s role is clearly defined. MARC, cooperative cataloging, serials and the like still lack cohesiveness, unity and intelligent long-range planning because the basic issue of L.C.'s national role remains unresolved. One major goal of the national commission should be to make every effort possible to settle this issue regardless of how controversial and difficult.

At the opposite end of the continuum the local public, shool, academic, and special libraries are generally doing a very inadequate job. Somehow we must close the gap between even minimum standards and the reality of the present generally inadequate and ineffective service. A viable system of libraries must include libraries at the local, state, regional, and national levels that are adequate in staff, resources and facilities if they are to become effective nodes in a nationwide network. In my view one of the most basic coordinating units, which must be at the center of a national network, is the state library agency. This agency has the opportunity to coordinate total library services in its own state, and can more easily enter into regional and national agreements for large groups of libraries. At each level — local, state, regional — the libraries must be strong enough to meet their own basic needs if they are to be strong supporting participants and contributing members of a national network and not become parasites. The state agency in my view is the key level if we are to really make some gains in a national system. To do so, however, the state agency must be willing to exercise a responsible and positive leadership role. It cannot be a follower, it must be a strong and articulate leader. It must convince, cajole, coordinate and sometimes insist that all of the libraries in the state really and truly work together in an honest cooperative effort without selfish motivation. This, of course, is not easy inasmuch as in most states the legal authority for the public, school and academic libraries resides in separate agencies. However, I am not convinced that the situation is any better in those states where all three responsibilities are under a single agency. In both arrangements the jealousy with which the different types of libraries guard their prerogatives and resources is almost unbelievable. Their foremost concern is what they consider to be their primary clientele. They forget that this very attitude in the long run really works to the disservice of their primary clientele. It is, of course, easy to indicate what seems to be the true attitude towards cooperation but that does not solve the problem. I frankly think the solution is not impossible or even extremely difficult. What is required is first of all a commitment to unselfish cooperation, and secondly, funding at state and national level sufficient to cause the kind of changes both legal and operational that will make cooperation work. In Illinois, for example, our Network of Public Library Systems works because there are state funds that make it possible. Use of exclusively state funding encourages local libraries to participate in a cooperative public library system. Not every member library, of course, fully cooperates or is completely happy but on the whole our seven year experience is a most encouraging and positive one. The big bug-a-boo is fear of loss of local autonomy. Any library or person that agrees to enter into a cooperative arrangement for library service must recognize from the outset that what is involved is the loss of some local autonomy. Basic local autonomy remains — this includes control and responsibiity for budgeting, personnel, collection development, etc. However, the minute you have two persons or two institutions joining together in a voluntary cooperative arrangement some sacrifice on the part of each is automatic and some loss of autonomy occurs. The acceptance of this fact to me is the second important principle, the first being to accept the concept of unselfish cooperation. The fear of loss of local autonomy by public libraries in a statewide system is sometimes very great. This same fear in the mind of academic, school, and special libraries is even greater. The attitude of many academic libraries is so defensive as to almost make their participation in a cooperative impossible. The one element that goes a long way towards making the acceptance of the loss of some autonomy possible is, of course, outside funding. Although people must somehow become committed to unselfish cooperation and must accept the fact that there is obviously some loss of local autonomy, they must also come to believe that there will be adequate outside funding to make both the short and long-range benefits of cooperation become a reality in a reasonable time. The commitment of local funds to help support the cooperative is a long-range hope and goal in a funding concept of local-state-federal support. In working towards this goal the state library agency in my view must develop a single statewide cooperative system which encompasses all types of libraries based on voluntary membership but with a frank recognition and acceptance of the two principles stated above. The state agencies with the support and leadership of the profession and all the libraries in the state must successfully achieve the state funding levels necessary to make real cooperation viable. The responsibility placed on a state agency is, of course, a great one and requires that they first of all have a strong staff, a good collection and a more than adequate operating budget. The state agency must provide leadership in long-range planning and continuing evaluation. This requires involvement by a broad and representative group of librarians, library trustees and other citizens who can participate in a full and frank way through a variety of organizational devices in a reasonable, workable and effective partnership. Participation by as many as wish to be part of the decision making process should be encouraged. The state library agency must have the courage to make decisions, no matter how unpopular, after reasonable discussions, debate and participation by this wide spectrum of persons. It is too easy to put off making decisions because they are difficult or because they do not please everyone or do not have unanimous endorsement. With the best planning in the world and with reasonably full democratic planning in developing programs, it is impossible to either satisfy everyone or to involve everyone. Leadership requires the willingness to not only provide ideas, involve many, make decisions, but to admit to failures when that is the case.

The role of the library association, and in the case of public libraries — trustees, is obviously an important and essential one. Librarians and trustees must become better educated in their awareness of library problems and library cooperation before they can be effective in helping provide solutions. They must be willing to give the time necessary to worry through possible resolutions of especially difficult problems. They too must be willing to provide responsible leadership in their roles in the developing of a statewide cooperative program. If state agencies (with the help and support of these various participants) can successfully bring about viable and strong cooperative programs on a state level, then the next step towards regional and national levels becomes much easier.

The National Commission has asked me to also express my view on the role of the state agency in statistics and research. Most state agencies, of course, have legal requirements specifying their responsibility for the collection of library statistics, on a statewide basis. In some states this may be limited to public libraries and in others it may include all types of libraries. For a number of years the American Library Association and the National Center for Educational Statistics of the Office of Education have been working together to develop an effective and valid program of collecting library statistics for all types of libraries on a national basis. As a matter of policy the National Center has determined that the collection of library statistics should be done by the use of a library general information survey (LIBGIS) which would include core questions applicable to all types of libraries. This would serve as the base for collecting national statistics. It would be supported by the development of a series of model forms for the different types of libraries. The core statistics would be gathered annually and the information on different types of libraries through the model forms would be on either a two or three year basis. By this method of standardization it would be possible to develop a comparable data base for national library statistics. The information would have validity because the questionnaires include definitions of the various statistical terms that have been adopted both nationally and internationally. Thus the collection of a high level of comparable data is possible. However, implementing such a national program is complex. Each state has its own requirements, with strengths or weaknesses in its staff expertise in statistics. The National Center's goal is to try to get each state to designate a single state agency to assume the responsibility for collecting the library statistics in their state using the national forms.

Because of my personal involvement in library statistics since 1961, and my present responsibility as Chairman of the American Library Association's Statistics Coordinating Committee, the National Center negotiated a contract with the Illinois State Library. The project is designed to develop and test the core and model forms mentioned above with the goal of finalizing the official forms to be used in gathering library statistics in 1974. The role of all state library agencies in this statistics program is one of coordination, collection and editing of library statistics in a national network. The National Center both on its own and in working with the Illinois State Library on the project is also trying to identify those states which are willing to participate in a national pilot program of library statistics. I strongly feel that the state library agency is the natural focus for this purpose. I think the whole question of library statistics is one of the most important ones facing the profession. Constant insistence on accountability and new measures of service by legislators and other government officials makes it essential for the profession to resolve this seemingly impossible problem. The first step is not to devise new statistical measures but to at least make sure the present methods however inadequate are at least valid and meaningful in their limited context. The development of new statistical measures is, of course, important and there is some research currently underway.

I cannot at this hearing deal with this subject in the detail necessary but along with the National Center for Educational Statistics we will make available the results of our project. The National Commission's role in this area, it seems to me, is one of strongly supporting adequate funding for the National Center for Educational Statistics so that it can properly fill its role. Federal funds should be made available through the National Center to state agencies so they can undertake their very important role in any national system for the collection of library statistics.

The role of the state library agency in research is less a national role than it is a statewide role. Librarians must become more aware of the need for research in trying to deal with many of our problems. In Illinois, for example, almost ten years ago the Illinois State Library entered into a cooperative arrangement with the University of Illinois and set up a library research center. This partnership has been most effective in producing research studies which have been useful not only in Illinois but for libraries nationally. However, our experience indicates that not only do we need to undertake research but we need to train librarians to interpret research and learn research techniques. This also ties in very closely to developing in librarians the ability to do planning and evaluation. In Illinois we are planning to provide through the library research center at the University of Illinois the kind of training necessary to teach librarians at various levels to do planning and evaluation. We will continue to have the center undertake research that we feel is necessary for our statewide planning. Like other state agencies, however, we must not only utilize library oriented research agencies but also major research agencies throughout the country. However, in closing my comments on research let me emphasize one point. I think sometimes we use research as an excuse for inaction. Most librarians claim that library research should be one of our highest priorities. Unfortunately, most of the library research that has been done rests on shelves unread and with its recommendations ignored.

MADELINE TRIMBY

Ferris State College
Big Rapids, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

As an instructor and coordinator of a library technology program my most immediate area of concern is obviously for the library technical assistant (or library technician). I would like to see the Commission concern itself with this level of library personnel, as it is a vital and necessary level in the profession and manpower structure.

One of the main problems faced by many library technical assistants has been that of acceptance by the profession, for not only were some of the early graduates not understood and not accepted, but were actually opposed. As increasing numbers of library technicians have demonstrated on the job their full potential and value, and have successfully relieved the professional of many of the routine and technical duties in the library, they have become very welcome staff members. However, there are still a vast number of librarians, library board members, administrators, and others concerned with the field who do not understand the technician, or the work that may be performed by the technician. Thus, I would like to see the Commission work on this problem, and attempt to clarify and promote the position of the library technical assistant.

Secondly, and closely related to the above problem, I would like to see job classifications and pay schedules firmly established for the library technical assistant. The Council on Library Technology (COLT) and the American Library Association have finally both adopted the term of "library technical assistant" for this level of library worker, and members of COLT have attempted to determine both job classifications and pay schedules for the LTA's, but little of this work seems to have filtered down to the libraries who are actually doing the hiring. If the Commission could somehow aid in this area it would be providing a great service, not only to the library technical assistants, but also to others involved in the field who are constantly asked to supply this kind of information.

There is one further problem that I would like to comment on, as it involves all librarians, not only the library technical assistants, and that is the problem of making the library field understood to those outside of the field. Although library work is becoming a little better understood by the general public, there is still much left to be desired, and much work to be done before it is fully understood. If the Commission could somehow aid in this area, I feel that it would make the librarian's job easier and more effective and would also aid in recruiting desirable persons to the field.

In summary the three problems that I have commented on above, and which I felt I would like to bring before the Commission, are:

1. The acceptance and promotion of the position of the library technical assistant,
2. The establishment and acceptance of a job classification and pay schedules for the library technical assistant, and
3. Increasing the awareness of those outside the field of the work performed in the library field.

Thank you very much for providing me with the opportunity to express my views to the Commission.

JAMES A. UBEL
Director

Shawnee Library System
Carterville, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to comment on the problems facing rural public libraries and library systems. It is my conviction that the library needs of citizens in small communities and rural areas are as great and as diversified as the library needs of citizens residing in more populous areas.

Some of the major problems rural library systems face are:

1. Many people in rural areas do not have legal access to public library service, and do not contribute to local public library support. A way should be found to insure that every citizen has access to a good public library and pays his fair share of public library support.
2. The major source of public library revenue in Illinois is the overburdened property tax. Recent efforts to reduce property taxes have been in the direction of tax relief for the elderly, for agricultural interests, and for the individual homeowner. All public libraries are affected by the loss of property tax income, but the losses to rural libraries are disproportionately high. Other sources of public library income are needed.
3. Larger units of service are needed in rural areas. The small library's efforts to widen its boundaries need to be better coordinated with the efforts of other units of local government that are also seeking larger units of service. In the interest of good government special districts with erratic boundaries should be kept to a minimum.
4. There is a problem of finding a proper balance between the need for local library autonomy and the need for greater financial support at the state and federal levels and for larger units of service. Not only is local library autonomy clearly the will of the people, but the loss of local library decision making to the state or federal government will seriously threaten intellectual freedom.
5. In sparsely populated rural areas more attention needs to be given to the number of library outlets. The goal of making library use convenient to the population served dictates a large number of outlets, but this same action serves to disperse available resources too widely. The rural public library systems in Illinois have been successful in creating larger and better materials collections, but there needs to be more effective and cheaper methods of materials distribution.

ROSE VAINSTEIN*
Professor of Library Science

University of Michigan
Ann Arbor, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am most appreciative of the opportunity to present my views on library problems, and priorities—especially those pertaining to 1) the nation's public libraries, and 2) professional library education. Although I wish to speak only to two particular areas of library concern (the changing role of public libraries, and the changing needs in professional and continuing education), I would like to stress from the outset that these concerns stem not from self-serving needs of librarians, but rather from the needs of society — at least as seen by a public library practitioner of some thirty years of experience, and now practitioner turned full-time educator in one of the country's fifty-seven accredited graduate library science programs.

THE CHANGING ROLE OF PUBLIC LIBRARIES

Today, all public agencies are reassessing their roles, programs, priorities, and service needs. At no time in our nation's history have societal changes come about so quickly, or with such institutional impact. This is true whether considered on the local or state or national level. Caught up in this national reassessment are the over 7,500 public libraries of the United States. They too are attempting to determine effective and appropriate roles to meet the diverse yet unique library needs of their particular communities and constituencies.

Patterns of organization, collections of materials, and programs of library service, heretofore considered "successful" or even "exemplary", are now being criticized as being bureaucratic, irrelevant, and even counter-productive. Oddly enough, some of the most vocal and persistent critics of today's public library are those who are or were actual users of the institution. They sense, often know from their own experience, how well public libraries *can* deliver or relate, assuming effective direction, community commitment and financial support. Non-users may not really know what they are missing; for them, library delivery systems have been too slow, too late, too little, too invisible. A great personal deprivation has been experienced by those who have been programmed by years of low or nil expectations from their local public library. The system, if used at all, has been found wanting and non-responsive to well over fifty percent of the public, and in all age groups.

Undoubtedly, some of the public library's difficulty stems from inadequate funding. I find it a strange anomaly that a nation which prides itself on the concept of universal public education, at least through high school, a nation which can spend an average of some $700 per child per annum in its public schools, cannot somehow manage an average of even $10.00 per capita per annum for the local support of nation's public libraries to enhance or continue that lifelong education which takes place after high school. If current trends continue, those of greater flexibility of options within the educational system (i.e., "any time, any place" of the Carnegie Commission Studies), then the public library must become not a discretionary option to that system, but a built-in component of the lifelong learning force, especially of its informal and voluntary aspects. As presently constituted, support of public libraries is a permissive act of local and state governments. Governmental bodies *may* legislate for and finance such institutions. Rarely are they so mandated. And as most communities can testify,

levels, inadequate to user needs in a changing society—whether urban, suburban, or rural. Wealthy communities can usually provide the tax base necessary to support quality public education, while impoverished communities are handicapped from the outset in providing adequate schooling for their children. This same tax inequity which produces inadequate school systems also produces marginal public libraries, an unfortunate concomitant which is in conflict with a basic American tenet of equal access to educational and cultural opportunity. However, with inflation and the increased costs of local governments, public libraries are undergoing stringent cuts in their budgets—witness the recent financial crises of the New York Public Library, the Newark Public Library, the Enoch Pratt Free Library, and countless other libraries, especially in metropolitan areas.

What are some of the target groups which public libraries can serve for information, civic, career, or personal needs? They are as diverse in age range as the preschooler is to the senior citizen; in geographic diversity as the rural resident is to the suburban and urban dweller; in education attainment as the illiterate is to the college graduate, and the native American to a new immigrant; in housing as the slum resident is to the condominium owner, and the individual in a institutionalized setting is to someone who is at least a mobile free-agent. No other single public agency exists which can potentially relate to such diverse community interests and personal needs. If the public library in concept did not already exist, we would find ourselves attempting to invent such a community educational and cultural resource. My strong recommendation to the Commission is to help build on existing strengths of public libraries, directing energies toward improving or modifying the existing model, although not into any single or monolithic pattern. Rather, let us concentrate on the development of pluralistic approaches to public library development, those which best and uniquely meet differing area needs.

This calls for a continuing and improved national commitment, with long-range planning and support so that states and local communities can interrelate and sustain their own efforts in ways that are most meaningful to their particular publics. Our nation has benefited from national public library support since the initial enactment of LSA in 1957. What has been lacking has been the delineation of long-range and sustained national priorities, with sufficient monies to permit the states, and the public libraries within the states, the essential lead time to plan; enough monies for sustained efforts for research, development and experimentation; and enough staff to plan, support, consolidate, and evaluate these efforts. Nor have efforts toward library coordination and communication been entirely productive. These lacks are as true at the state/local level as they are at the federal/state level, albeit significant improvements have been made in the past decade. If the library network concept has any validity, then it must be made to work at each level, between levels, between types of libraries, between libraries and the various governments which support them. The links must be continuous, not because they sustain institutional or governmental needs, but rather because they serve and enhance user needs. If planned and interrelated national changes are to take place, then coordination of the federal library effort is essential, an effort which must insure meaningful and not token dialogue with the states and local communities, communication from the bottom up as well as from the top down.

PROFESSIONAL LIBRARY EDUCATION

The previous discussion on the changing scene in the American public library suggests a concomitant need for changes in library education, possibly at two levels: at the first professional level (the fifth year or graduate degree), and at the continuing education level. If professional library education is to be relevant to the needs of diverse users, then it must provide not only initial competencies for persons new to the field but also reeducation, updating and special knowledge competencies for those who are already practicing in the field. In addition, those who teach in library schools need opportunities to learn about new teaching methods, about effective use of educational technology, and about emerging or changing professional competencies which are needed if librarians are to function in our complex society.

For a most immediate approach to upgrading library education, coordination and planning of all related agencies is needed: This would involve the various professional associations (such as AALS, ARL, ALA, MLA, SLA, etc.), library schools, state library agencies, state library associations, and appropriate units within federal government. At present, if such efforts exist, they do so on an intermittent and fragmented basis. What is lacking is an ongoing and coordinated planning effort, one which would involve all constituencies, provide leadership for the development of a national plan for library education, and significantly influence funding at all levels so that plans can be translated into coordinated reality.

Library leaders have spoken eloquently to the crucial need for change, whether in the context of libraries as organizations per se, or librarians as providers of user needs. However, when it comes to the staff necessary to meet emerging requirements, library directors find a serious lack of experienced and specialized personnel. Some of these required competencies include:

1. New service competencies, especially to meet the needs of special target population groups which are either inadequately served or which have never served at all; included here are personnel to work with senior citizens, with ethnic and other minority groups, with other community agencies working on social problems such as drug abuse, delinquency, environmental pollution, career obsolescence, etc.;
2. Higher level service competencies for segments of the population already served, but whose needs accelerate because of increasing educational attainment, changing career patterns, and special civic or educational responsibilities;
3. Managerial and administrative competencies, especially those relating to new concepts of communications, interpersonal relationships, participatory management, cost effectiveness, decision-making, operational research, and library evaluation; and
4. Special competencies to assist libraries in their own efforts to upgrade collections, programs, services, especially those in the media and non-print fields.

Individually, many officials, librarians, faculty members, and others are making important and concerted efforts toward the improvement of professional library education. However, if funds and planning efforts could be directed toward the development of a *coordinated* system of library education, the impact on public services at all levels would be considerably enhanced. The investment and return of library service dollars is no better than the competence and skill of those who do the planning and then provide the service. I wish to emphasize not so much the development of specific blueprints for library action as the active encouragement of learning about the planning process and the concomitant development of skills of learning how to plan, no matter what the local circumstance. Past efforts at library planning appear to have been sub-optimal, short-range and opportunistic primarily because of pressures for immediate action, to meet short-range goals. And many have assumed that the completion of plans or blueprints is somehow synonymous with action and change. Libraries are full of published surveys, plans and reports which have never been implemented. Unless there is active staff involvement in the library planning process, unless there is personal understanding about how effective planning occurs, then no significant or sustained planned change can really take place in our nation's public or other libraries. Education and training for technical competencies is not enough, important though this may be. To this librarian, increased funding (federal, state and local) to upgrade library services will be insufficient without the supportive dimension of federal funding for both initial and continuing professional education. Today's librarian, whether a recent graduate or an experienced practitioner, must have ready access to a wide spectrum of innovative professional development opportunities if the complex and changing service needs of library users are to be met.

FRITZ VEIT
Director of Libraries

Chicago State University
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

This is in response to your letter of July 14, 1972 regarding remarks appropriate to the work of the commission.

I believe that it is necessary for all 4-year (and 5-year) colleges to build up and maintain a collection of books which are required for everyday use. As far as I can discover most college libraries in our area adhere to this policy. However, it is necessary that the tendency towards cooperation be further strengthened and supported by all means and that all college libraries find access to the less frequently used resources which may be held by other libraries of the area. The Illinois Regional Library Council is furthering these efforts. On a smaller scale, the Library Association of Colleges of the West Suburban Area (LIBRAS') has successfully pursued cooperative efforts for some years. I believe the commission can be helpful by noting its support (perhaps even financially) of such cooperative efforts.

Some of the institutions of higher learning in the Chicago area have undergone changes. For instance, last year Chicago State College (my institution) has become Chicago State University, and, at the same time, Northeastern Illinois State College, our sister institution, had become Northeastern Illinois State University. While these changes in designation did not bring immediate radical changes in scope, the long-range goals and objectives of these institutions have been broadened. For such institutions in which more specialized needs will arise, cooperation resulting in availability of each other's resources will become even more crucial. It can be noted that the thirteen Illinois State institutions of higher learning—five of which are in the Chicago area—work cooperatively. For instance, a user card is available to faculty of all state institutions which entitles the faculty members to use the resources of all state institutions.

LU OUIDA VINSON
Executive Secretary

American Association of School Librarians
American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

This testimony is presented in behalf of the American Association of School Librarians, a division of the American Library Association and an associated organization of the National Education Association. As Executive Secretary, I speak particularly to the future course of the school library media center and its relationship to the educational process. The school library media center serves a large and discreet segment of the population of our society. School library media specialists serve 50 million children and young people from 5 to 6 hours a day for at least 180 days per year for an average of 10 years of their lives. During those hours this segment of the population does not have access to any other type of library.

The successes and the plights of the school library media center may well represent American education's greatest paradox. School administrators acclaim its need and importance. A thorough search of educational literature 1950-1972 reveals not one treatise (book or article) denying the value or necessity of a central resource center in the school. Similarly there is no record of testimony before Congressional committees or at HEW hearings disclaiming the library media center or offering a viable alternative to this vital function of the school. The Council of Chief State School Officers in resolution is backing the unified media approach concept. Yet statistics of the number of library media centers, the number of employed trained librarians or library media specialists, and the rates of growth of the library media centers deny general affirmation of the importance of library media centers by the educational world.

A comparison of estimates of 1962-63 and 1970-71 compiled by the Research Division of the National Education Association (NEA) shows these growths:

	1963 1962-	*1970-1971*	*% of Increase*
Public School Enrollment	40,390,049	47,863,380	+ 18.50
Number of Classroom Teachers	1,512,653	2,062,243	+ 36.33
Number of Library Media Specialists	29,695	30,757	+ 3.58

MANPOWER IS THE GREATEST NEED

A room with books and other learning materials is not a library media center without a library media specialist any more than a room with a chalkboard is a classroom without a teacher. Therefore, the truest estimates of library media services are based on figures showing the number of qualified librarians or library media specialists. *The Standards for School Media Programs* published by the American Library Association and the National Education Association in 1969, and endorsed by 22 educational organizations recommends that a school have a full-time library media specialist for every 250 students or major fraction thereof. Using a more attainable ratio of one library media specialist per 500 students, note the comparison of this goal with actual conditions. NEA Research Division statistics are for the school year 1970-71.

Public School: *Minimum Standard* — Every school with a library media center and one or more trained library media specialists.

Actual Condition — There are estimated to be 90,821 schools and 30,757 library media specialists. If all schools are limited to one library media specialist, only 33.9% of the schools are thus serviced.

Teachers: *Minimum Standard* — one library media specialist per 24 teachers.

Actual Condition — One library media specialist per 66 teachers.

Children: *Minimum Standard* — One library media specialist per 500 children.

Actual Condition — One library media specialist per every 1,492 children.

Again, the acuteness of the problem is shown by a decline since 1962-63:

1962-63 — One library media specialist per 1,254 children.

1970-71 — One library media specialist per 1,492 children.

LEGISLATION AND INCENTIVE FUNDING ARE NEEDED

On the basis of previously quoted figures using the 1970-71 average library media specialists' salary of $9,806 and an arbitrary salary of $3,600 for a library aide, it would cost as follows to bring schools to a minimum of one library media specialist per school as follows:

One library media specialist per school — $539,575,944

One library media specialist, one aide per 500 children — $871,387,820

If the standard was raised on the basis of enrollment, costs would be:

One library media specialist per 500 children — $637,495,820

One library media specialist, one aide per 500 children — $871,387,820

Negotiated contracts for teachers are traditionally followed by personnel cutbacks and the library media specialist and the budget for library media center materials are likely to bear the brunt of the action. The city of Chicago, which is eliminating much of its school library services and curtailing secondary services is a dramatic example in the midwest that unfortunately only tops a list of less spectacular but equally severe cutbacks.

A similar situation relates to materials. In 1970 among 134 school districts on austerity budgets in New York State, 132 eliminated purchases of new learning materials for the library (Source: Bernard Kalb, Bureau of Educational Statistics, State Department of Education, Albany, New York). It is obvious with the ratio of library media personnel to that of other teaching staff being so low that school library media personnel have little power at the state or local level in efforts to save or extend existing programs.

The answer has to lie in legislation at the state level mandating the continuation of library media services, and adequate state funding to establish library media services where they do not presently exist. Financial incentives from the Federal government are urgently needed to prime the program.

SCHOOL LIBRARY MEDIA CENTERS ARE A MEANS FOR CHANGE

Most educators agree that improvement in present instructional practices are inherent to the future of our schools. Efforts to shift the high premium on paternalism and years of service to rewards for professional competence often result in alienation and estrangement between teachers and students. Many schools are struggling to create positive, effective learning environments.

The library media center and the library media specialist serve as agents for positive change in many schools. Library media specialists effect new patterns of student-adult relationships. They prompt the introduction of valid systems of learning, and they provide the means whereby teachers experiment with new modes of instruction. The American Association of School Librarians can furnish the names of schools where library media centers and specialists have motivated and actually created alterations in school practices.

While the school library media center contributes to learning initiated in the classroom, it also supplies a system of pedagogy entirely apart from the classroom instruction, a condition recognized readily in European systems of education. It offers the student these experiences unique to its setting:

Training and practice in the art of selecting relevant information sources. Such experiences are not only essential for higher education but for every type of life situation.

Expansion and branching into interest pursuits, thereby providing new dimensions to the library experience.

Comparison of evidence with the student developing discrimination and discernment.

Wide opportunities for random learning and trial and error experiences, plus the development of power to act on reliable evidence.

Because the library media center is free from traditional classroom practice it provides unusual opportunities for experimentation and growth at a very low cost. It warrants being entrusted with funds for research and development designed to lead to more relevant systems of education.

ACCOUNTABILITY EVIDENCED IN PROGRAMS

School library media specialists are soliciting an active role in current efforts to increase student performance in a variety of areas. Their interests and capabilities extend beyond the traditional support role to where they initiate individualized learning, schemes of paired learning, peer and adult tutoring, and furthering team approaches to student success. They stand ready to assume specific responsibilities and to develop programs to meet these obligations.

Examples of programs in which school library media specialists are already involved include:

> *Right to Read* — The American Association of School Librarians was the first national organization to offer support and is reinforcing the program with regular directions to members in a move toward total literacy by 1980.
>
> *Drop Out Prevention* — An AASL Committee works actively in aiding members to increase services to the traditional non-library user.
>
> *Vocational Choices* — The American Association of School Librarians is working jointly with the American School Counselor Association to increase the joint effort of library media specialists and counselors in serving student needs.
>
> *Early Childhood Education, Career Education, Staff Development, Gifted, and Otherwise Exceptional Children* are areas where the Association is aiding its members in working within the framework of national and state priorities.

METRICATION

Work has begun with the National Council of Teachers of Mathematics in order that better education of youth (K-12) in the area of metrication can begin ahead of the change to the metric system in the U.S.

School Library Manpower Project funded by the Knapp Foundation of North Carolina, Inc., is in the final year of a five year research, study and experimentation with performance and competency based higher education programs for school library media specialists. Six programs at the college and university level have been funded as a part of this project. Again, we have an opportunity to lead since Teacher Education is calling for performance-competency based education for teachers. The American Association of School Librarians is involved in the conferences to plan and implement the teacher education programs.

Many library media centers are already instituting accountability practices, and library media specialists are prepared to validate expenditures and to measure performance as compared to established criteria and order of priorities.

Among professional educational groups, the American Association of School Librarians is second to none in movements toward planned program budgeting, the creation of behavioral objectives, and the introduction of valid systems of evaluation. to measure performance as compared to established criteria and order of priorities.

LIBRARY MEDIA PROGRAMS NEED FUNDS TO DEVELOP INTERNAL IMPROVEMENT

Everyone is aware of the knowledge boom and the proliferation of print and non-print materials. These are accompanied by more sophisticated systems of storage and retrieval in industry and commerce. Instead of budget cuts, library media centers should be funded to develop similar efficiencies. They need to develop lattices of professional, technical, and support personnel that would provide economical and effective services. It is extravagant and wasteful for clerical and mechanical operations to be done by trained library media specialists. Yet adequate models for improved organization as well as improved models for storage and retrieval are not available and money for research in all areas of library science is almost nonexistent.

Similarly, library media centers need to develop expanded services involving students and teachers in selection and evaluation of materials and providing greater opportunities for their use. Extended hours of service, expansion of facilities, and cooperative services with other communication agencies need to be developed and tested for effectiveness. In addition, a concerted effort beginning in library education needs to be made towards cooperation of all library media sources to avoid duplication of materials and efforts while increasing their effectiveness with their users.

A BRIGHT PICTURE

Despite personnel shortages, cuts in materials expenditures, and the overwhelming pressures of the teaching profession, school librarianship is dynamic, creative, and vigorous in its efforts to respond to the interests and needs of the learner. The typical library media specialist has a Master's degree in Library Science, has the rank of Department Head or Grade Level Chairman, has six years of service and earns nearly $10,000 annually. He is an active force in curriculum improvement. He often serves in a liaison role between teacher and student. He may act as surrogate when both social and scholastic problems arise. He sees the learner's potential power and seeks to find materials and experiences that change latent efforts into successful actions.

Library media specialists are ready to experiment, to modify, to create as new situations arise. They continue to support tecahers' efforts while developing their own systems of learning. In this action, they provide a realistic hope for rejuvenation of the educational process.

FREDERICK H. WAGMAN*
Director

University Library
University of Michigan
Ann Arbor, Michigan

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

I am grateful for your invitation to submit a statement of my views on "problems within the academic library community, especially in regard to interlibrary cooperation."

For generations academic librarians have worked together magnanimously and idealistically and their joint accomplishments have been substantial. Through cooperative enterprise they have established standards and rules for cataloging, strengthened the totality of American research library holdings and improved physical access to those collections. They have collaborated in developing union catalogs and have planned and guided publishing projects to improve bibliographic access to research library holdings. We shall continue to make progress cooperatively in many ways, for example, in the adoption of international standard serial and book numbers, in developing policies and procedures for dealing with audiovisual materials and data bases in machine readable form, in developing programs of continuing education for librarians through home study courses covering various aspects of management and the latest technological developments of interest to the library profession. But cooperation is not the philosopher's stone. Some problems are of such magnitude that academic libraries collectively lack the resources to deal with them. I should like to limit my comments to a very few of these that I regard as critical.

It seems to me that academic libraries, especially university libraries, are passing through a transitional stage. The period of expansion of the early and middle 1960's quite obviously is over. A few years ago the shortage of trained personnel seemed almost desperate to the library profession. Today, apart from efforts to increase the representation of certain minority groups on our library staffs, we are less concerned with recruitment programs than with finding work for new library school graduates. Diminishing support from university budgets that do not keep pace with the inflationary spiral, increasing personnel costs, unusually large increases in the cost of books and journals, and increased production of publications in many subject fields have seriously reduced the academic library's ability to maintain its former level of acquisitions. Nor does it seem likely that the financial situation will improve in the foreseeable future. It is clear that we can no longer proceed on the tacit assumption that every university should try to achieve self-sufficiency in its library collections. It has been customary hitherto to give lip service to the doctrine that no library can have everything it needs. Nevertheless the cooperative acquisitions or interlibrary loan arrangements have been and still are based on the assumption that most university libraries would try to be as self-sufficient as possible and cooperation would limit itself to items very difficult or impossible to procure, or too expensive to justify purchase by individual libraries, or so unlikely to be used as to make their purchase by many libraries quixotic.

In 1970-71 the 78 university libraries in the Association of Research Libraries added 7,989,803 volumes to their collections at a cost of $86,057,942. The median of the group was 96,254 volumes added at a cost of $1,026,270. At this rate the median library should double in less than 14-½ years at a cost of almost $15,000,000 exclusive of personnel costs involved in selecting, ordering and cataloging books and other materials. At a project cost for new library construction of $40.00 per square foot, a net gross ratio for usable space in library buildings of 66-2/3 percent and the standard ratio of 15 volumes to the square foot for storage capacity, the median library would incur an additional obligation to spend $5,568,000 for library construction to house its acquisitions during that 14 year period. (This calculation is unrealistically low since it is based on the assumption of static book and journal production and static costs.) The staff of no one of the 78 university libraries in this group would argue that despite such an expenditure their acquisitions program is fully adequate for the research needs of the community they serve.

So far no cost formula for acquisitions expenditure has been developed that would justify the purchase and retention of library materials on the basis of the frequency or significance of the use made of them. And every university library acquires and retains many thousands of books and journals which initially or eventually have such limited utility as to suggest that a better method should be found to insure their availability without duplicative purchase by individual libraries. The need for a central resource or a number of resource institutions to which academic libraries could turn for the loan of such materials is obvious.

A cooperatively supported organization of this nature does exist in the Center for Research Libraries in Chicago but the likelihood is very slim that cooperative support through the membership dues and subsidies of member libraries can make sufficient inroad on the problem of centralized acquisition to free hundreds of universities and colleges of the burden of acquiring and retaining marginal material or even more heavily used materials that they cannot afford. That such a central lending library can succeed, given governmental financing and good management, is demonstrated in England by the National Lending Library. This institution at Boston Spa serves its whole country. Although it began by acquiring and lending scientific and technical journals it has now moved into other subject fields and is acquiring and lending monographs, technical reports and other publications. A similar center in the United States to store and lend journal literature has become a necessity. The Center for Research Libraries has already undertaken a small program of this sort with financing from its members but the likelihood of its expanding its acquisition of journals on this basis to such an extent as to make a significant difference in the acquisition program of its member libraries is small. The possibility of having the federal government finance the Center for Research Libraries to undertake a program for journal literature similar to that of the National Lending Library in England should be pursued.

The difference between a lending library of journals which may have 100,000 titles to contend with and a resource library for monographic publications is one of several orders of magnitude and it may be necessary to have more than one lending agency for books. Conceivably such centers could be developed by federal financing utilizing already-existing university research library collections in various parts of the country if it proves to be technically unfeasible to depend on one national resource for the purpose.

For the success of such a development it is essential that the faculties of the various universities alter drastically their expectations regarding the potential of their own university libraries for satisfying all local needs from their own resources. A satisfactory solution also must be found for the copyright problem since the ability to make electrostatic or photographic copies of small bibliographic units or parts thereof for rapid transmission to scholars in other remote locations underlies the entire interlibrary loan structure today and is certain to be an essential element in any future network developments. Indeed, if we are to see the evolution of a truly successful national library system in this country it will be necessary that we have a copyright law which makes it possible for libraries to share their resources rapidly without being penalized by special subscription rates and without having to cope with royalty payments.

The impetus given to centralized cataloging at the Library of Congress through Title II-C of the Higher Education Act of 1965 was one of the most significant developments for research and university libraries in this century. The establishment of the principle that the federal government should finance a national lending library or a number of national lending libraries as described above so that academic libraries (and all other libraries that acquire research publications) could limit their intake to materials for which they anticipate a relatively high rate of use, depending on the central lending libraries for all else, would be a contribution of equally dramatic consequence for our universities and colleges.

If the solution of the problem of physical access to publications and especially to journals calls for federal assistance, certainly there is need for improvement, also through federal aid, in the work of providing bibliographic access to the world's literature. The extension of centralized cataloging through the Library of Congress, as mentioned, represents a great advance but there is considerable room for improvement in the work of indexing and abstracting journal literature. Already a great many indexing and abstracting services are available but so far not enough has been done to coordinate them, to eliminate duplicate coverage and to develop additional services in the subject areas where none exist. Involved in this problem are numerous societies, associations and agencies that are jealous of their perquisites and very concerned with the special or even unique needs of their clientele. It is conceivable that no more centralization than already exists is feasible or advisable. The possibility should be explored, however, of effecting greater coordination and of improving the coverage of the indexing and abstracting services and for this some agency is needed that can bring representatives of the various interests together and persist in the effort until improvements are effected.

But the problem of journal literature has a more profound aspect than is reflected in the inadequacy of the indexing and abstracting of its content. It is a good question whether the very form of the journal is not antiquated or economically wasteful, compelling the wide distribution to all subscribers, with every issue of each journal, or copies of articles in which many of them may have no interest. Although we have no data that tells us what percentage of the content of any scholarly journal is of interest to what percentage of the subscribers, it would probably be safe to guess that in many cases a more efficient arrangement might be to give the subscribers a publication containing abstracts of articles plus the right to request delivery of any articles that interest them, preferably in microform. Such an arrangement might restrain the proliferation of journals. It could facilitate the abstracting and indexing of journal literature at source as well as insure its preservation in microform. It might even make possible the more timely publication of more contributions to knowledge. Libraries would, of course, store the literature in microform and benefit from the indexing and abstracting provided. Obviously such a drastic change in the system of delivery of scholarly and scientific literature would be difficult to bring about but some central agency should undertake to move the scholarly and scientific associations toward exploring the possibiliy of such an arrangement or of other possible alternatives to the present inefficient system of journal publication.

The most pressing of all problems that academic libraries contend with may well be the threat that we have only a limited time before the deterioration of publications produced after 1870 reaches disastrous proportions. We have not yet developed a satisfactory process for neutralizing, on a very large scale, the acid in book and magazine paper produced within the past century. At the same time, any effort to reduce the magnitude of the problem by selecting only the more important publications for preservation would involve great difficulty and high cost in decision making. The current effort of the Library of Congress to find a chemical means of restoring deteriorated bookpaper apparently is promising but it may turn out that our best hope for preserving the published record of the past century would be to reproduce it in microform. In that case it would be too much to hope that any serious attack on the problem could be mounted by libraries sharing the work and dividing the cost. The preservation of our deteriorating publications is a matter of national importance. It should be one of national concern also and unless there is a technological breakthrough that helps us solve this enormous problem economically and soon, an undertaking to preserve this record of the recent past in microform should be supported by the federal government.

JOHN S. WALLACH
Director

Greene County District Library
Xenia, Ohio

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to present this testimony to the Commission. My remarks will deal mainly with rural public libraries since I am most familiar with them. As a former director of a rural public library and with over one-half of my present library district being considered rural, I feel that I am keenly aware of the problems faced by the rural public library today.

Inadequate funding, lack of trained professional staff, limited access to library materials and poor physical facilities are usually the typical problems encountered. Many rural areas have an inadequate tax base to fully support even the most basic library services. With inadequate funding it is next to impossible to attract trained professional librarians and even when there is money available, most professionals prefer the metropolitan areas where the pay is better and where the so-called "action is." Interlibrary cooperation is looked upon with distrust as just another means of consolidation and the loss of local autonomy. The proud, individualistic rural American is not about to see his library absorbed as were his public schools. Lack of an adequate tax base has also meant that the obsolete physical plant has not been replaced or remodeled.

These would seem to be insurmountable problems, but fortunately they are slowly being overcome. One program that is helping rural libraries to overcome these problems is the Library Services and Construction Act. Congress recognized the fact that rural libraries needed help when they passed the original Library Services Act in 1956. Funds for construction were added in a new Title in 1965. It is safe to say that without LSCA Funds, there would not have been eighteen new library buildings in rural areas of Ohio. It has been through LSCA Funds that rural public libraries in Ohio have been able to form cooperative systems and obtain professional assistance to carry out activities that would not have been possible with each operating alone. There are nine such cooperatives in existance today due to LSCA Funding in the state of Ohio. My reason for mentioning this is to emphasize the vital importance of LSCA to the rural public library. And yet funds for this Act, especially for construction, continue to dwindle.

It would be naive for anyone to think that the library needs of rural America are any different than those in the metropolitan areas or in suburbia. School and college assignments are just as sophisticated in rural areas as elsewhere. The needs of the businessman, the farmer, the housewife and the senior citizen are no different from those in the cities. However, the resources available to adequately accomplish these assignments or satisfy these needs are usually limited, difficult to obtain or nonexistent. In most areas the public library serves as the major resource center for the schools, and in some cases, the junior colleges, small rural colleges or the branches of larger universities. Neither the staff nor the collection is capable of adequately handling and satisfying these demands. The Elementary and Secondary Education Act (ESEA) and the Higher Education Act (HEA) have done much to improve the resources in the public schools and in the colleges and universities as has LSCA for the public libraries.

I would urge the Commission to do all in its power to see that these vital Acts are retained and funded at an adequate level to improve library service in all types of libraries. This is especially important at the present time due to President Nixon's recent veto of the HEW Appropriation Bill.

The future of the rural public library is going to depend a great deal upon the amount of federal and state support provided. I have already stressed the importance of LSCA to rural libraries. The State Library of Ohio through the Ohio Library Development Plan is attempting to ensure that every resident of Ohio has access to essential public library service. The Plan provides for the establishment of Area Library Service Systems, Reference and Information Networks and the strengthening of the State Library in order that it may fulfill its state wide responsibilities. I am pleased to see that the Commission also feels that the strengthening of state libraries is an important objective.

To meet the needs of the future the rural public library can not go it alone. Cooperative systems providing access to additional resources and trained professional personnel will be the most efficient and least expensive means to ensure that essential library services are made available.

Certainly new methods of disseminating information will also have to be utilized. The great distances between the patron and the library in rural areas will have to be breached in order to provide library service to all residents. One of the most promising methods of accomplishing this task is with cable television originating from the library, as is being done in Wyoming at the present time. Two-way communication utilizing CATV will be available in the not too distant future and will further enhance the usefulness of this important tool. Other methods which are now in use but will receive more use in the future include mail order service, teletype reference and interlibrary loan service and computerized information retrieval systems.

I foresee the rural public library taking a more active role in the every day life of its community and its citizens. However, the success and perhaps even the survival of the rural public library may depend upon the work of this commission. Thank you for giving me this opportunity to express my views before this very distinguished and dedicated Commission.

ROBERT WEDGEWORTH*
Executive Director

American Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

Thank you for the opportunity to submit a written statement for the regional hearing being conducted in Chicago by the National Commission on September 27, 1972. As Mr. Clift indicated in his letter of July 31, I am taking the liberty of replying to your letter of July 24 to Miss Ruth Warncke, who recently retired from the position of deputy executive director.

In earlier testimony to the Commission, Keith Doms, then President of ALA, noted the principal goals of the association and several of the factors effecting library service. You will remember that briefly stated those factors were: the need for clarification and codification of responsibilities for library support and development at all governmental levels, the development of a national system of statistics and data gathering and research and experimentation in the library services reflecting the needs of the library user.

Since its formation the Commission has been hearing many broad definitions of problems in the areas of financial support, the effective delivery of existing library services, the prompt identification and acquisition of materials, the anticipation of user needs, and the organization of efficient cooperative ventures which will insure a maximum utilization of participating agency resources.

We realize that the Commission is faced with the identification of needs and the establishment of clear priorities. A multitude of needs will be identified and will undoubtedly win a sympathetic hearing in the next few months. We all understand the need for a sophisticated system of bibliographic control utilizing the existing national libraries, and the necessity of strengthening state agencies so that they may become coordinating units of library resources. All of us have been painfully aware of the millions of people in this country who for a variety of reasons do not have or utilize library services. We know of the problems faced by cooperative systems, consortia, and networks faced with the crossing of political and jurisdictional lines to provide resources and services. Indeed the crisis of the cities has spread to the libraries creating special urban library problems which threaten the very existence of library service in these areas. Educational change has had a devastating effect on the materials and type of service expected of the libraries serving those institutions. The fact that approximately half of the elementary schools in the nation do not have the benefit of collections of learning materials dulls the pride in the growth and development of library service in the United States.

We all know that the development of the community college and the concomitant demand for a broader base of continued formal and informal education of our mature citizens has placed an additional burden on library resourcefulness. And the needs of the academic and research library sorely pressed to maintain their growth and development in the face of burgeoning publication, technology, and research must be met. Basic to it all is the need for assured growth and development of library personnel who through training and education will be expected to provide the skill, imagination, leadership and research which provide the best possible support to the library and informational needs of the country.

Where do you turn in the face of just this general sampling of the problems which have become serious obstacles not only to the growth but the maintenance of the nation's library resources?

We could reemphasize, at this point, the statements on goals and factors effecting the development of libraries which were provided to you previously by Mr. Doms, however, we feel that at this time we wish to delineate first steps which we believe should be undertaken by the Commission. There are two areas in which we feel the National Commission could concentrate its current efforts. Many of the problems being brought to their attention in this series of hearings will be found to have their roots deeply buried in these propositions. Improvements in these two areas could provide considerable alleviation to the many needs facing libraries today.

First: The National Commission should embark on a program of experimentation in the economics of library service. In the past few decades of change in library service many institutions have found themselves trapped into service patterns, collection techniques, classification and processing methods with little or no opportunity for effective experimentation in possible new methods and operation designs. Experimentation in library systems and services demonstrating the most economical and efficient use of limited library funds would be the most immediate and positive step that this commission could take to strengthen library and informational resources of this nation.

Second: The National Commission should review the laws effecting library service. In the Commission's Resolution II and III passed in February of this year there is a concern expressed for "national equality of access to information for all citizens" and the financial support necessary to insure that "appropriate documentation, bibliographical and other information resources should be recognized in federal programs." Certainly the equality of access and financial support in federal programs are very basic to a consideration of copyright revision. Current litigation carries serious implications for the future of access to library materials as well as possible precedential action which would return libraries to merely record keeping institutions. The Commission will need to be fully cognizant of laws governing library service in schools, academic institutions, and tax-supported public libraries on the national, state, and local level if there is to be an insured equality of access as well as parity in tax investment. A detailed review of legislation and libraries will assist in bringing needed clarification and codification of the responsibility for library development and support. The demand for library service does not respect institutional or political jurisdictions, and yet those very confinements within the laws of this nation have placed inequitable burdens for fiscal support on the taxpayer. We believe the Commission must focus national attention on one of the library services' most basic problems.

Library interest groups such as the American Library Association with its network of state and regional chapters along with special interest groups listed as affiliates can provide the National Commission with immeasurable support and service. The Commission has already recognized that library associations provide an excellent forum for the delineation and discussion of library problems and possible solutions. Through the many conferences, workshops, seminars, institutes, projects and committee activities the Commission will not only be able to sound out the profession but will be able to perform a valuable function as educator as its activity isolates problems and proposes a course of action. These associations and affiliates have within their membership the most active and dedicated members of the profession ready and eager to undertake the tasks necessary to insure the success of the National Commission. Therefore, we urge the National Commission to establish regularly scheduled participation in the annual programs of library associations to provide the basis for an exchange of information preferably in the format of informal hearings.

The American Library Association has been involved in the administration of many projects which have contributed significantly to the development of the nation's library service. Grants totaling over $15 million in the past 20 years have been administered by ALA in such areas as standards, review media, statistics and data gathering, school libraries, adult education, technology, classification of materials, cataloging, documentation, library education, recruitment, acquisitions for college libraries, public libraries, and international relations. And, ALA is ready today to assist in the identification of problems, recommendations on resource institutions and individuals, as well as undertake the design and administration of specific projects.

What role we can play in the immediate future may well come from the ALA Council's resolution to seek a White House Conference on Libraries. This program could well provide an additional source of inspiration, communication, and support for the National Commission as it participates in this important method of focusing public attention on the needs of library service in the United States.

WILFRED L. WEST*
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Ottumwa Public Library
Administrator
Prairie Hills Library System
Ottumwa, Iowa

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

What I wish to say concerning rural public library services is more in the nature of comments on various aspects, rather than a presentation of facts and statistics.

RURAL PUBLIC LIBRARY SERVICES

Des Moines, Iowa's largest city by far, simply cannot be called metropolitan. It is also quite fair to state that in terms of libraries, no metropolitan facility exists. Although there are government guidelines on what may be determined urban and rural, it would be fair in the state of Iowa to call the totality rural.

In the state there are four main divisions (and these are not governmental divisions, but everyday ones currently in use) of library services: community library services serving 5,000 people or fewer town libraries serving from 5,000-15,000 people, city libraries serving 20,000 people or more, and "systems" which are a most tenuous cooperative venture serving 300,000 people or more.

A reason why all public library services may be termed rural is that there simply exists no public library collection that approaches even a moderate metropolitan standard. No collection in a public library approaches adequacy. No public library collection offers more than a minimum amount of nonfiction or research materials. As a consultant for many years for the state library, it was my duty to begin a survey to investigate the adequacy of library collections. Although I did not have the time to examine all 430+ libraries, a general survey of the larger libraries on an informal and spot-check basis revealed shocking and disheartening gaps in even the largest public library collections.

Even though much of Iowa today fits the government definition of "urban" in terms of its population library services would have to be termed definitely "rural".

A RURAL VOICE?

A frequent question put to me is, "Why is so little heard from rural public libraries?" The answer is deceptively simple: The people in rural areas are so busily doing, that they have little time to write *about* it. Perhaps the writing of periodical articles is a phenomenon based upon the amount of leisure time that administrators have in city libraries. This comment is not a jab at the writers of literally thousands of library periodical articles. But even a cursory examination will show that time and again, these are generated out of a very few institutions, and almost without exception, rather large ones.

Why, out of over 8,500+ public libraries in the United States are only a few responsible for the majority of articles? The answer to this question is the same as the answer to many others concerning the majority of public libraries in the United States, i.e., rural public libraries. An examination of them is in order. Although these few comments concern Iowa public libraries, they are no doubt true for vast portions of the United States.

COMMUNITY LIBRARIES

The community library was typically started by a woman's club who, although they may now be legally appointed by the council as a library board, still run the institution as they had before they began to receive a small subsidy from the community government. Although this legally makes them a public library, they are in essence still an extension of the women's club.

The women's club members typically take turns being "librarian" in keeping the facility open 10, 15, and perhaps even 25 hours per week.

The collections in these libraries can be characterized as light, romantic, ephemeral, feminized collections, primarily designed for recreational reading for members of the club.

A children's section, if one exists at all, is chiefly characterized by aging "hand-me-down" copies of the Bobbsey Twins, Horatio Alger, *Pilgrim's Progress*, and the like. Very little nonfiction is available and none of it of the type that could be considered usable for any kind of citizen research. The reference collection probably consists of a ten-year-old copy of an encyclopedia, a collegiate desktop-type dictionary, and a few aging copies of the *World Almanac*. If a new reference book is in evidence, then almost always it is something like *The Joy of Cooking*, or, *The Bride's Wedding Book*. There are no government documents.

It would be completely incorrect to minimize the effect that this institution has on its community. Since there is nothing else, it represents to the community its efforts in both literature, information and knowledge. We should not make the mistake of deriding the ladies for what they are doing; if anything, we should loudly applaud their efforts at overcoming almost insurmountable obstacles in providing this minimum service facility. The ladies often receive as little as $200 a year from a tax source, and supplement this with innumerable bake sales, chilli suppers, watermelon stands, etc.

In Iowa, a library may join a cooperative system for the small sum of $200. This membership then enables this minimal service facility to provide reference and interlibrary loan service through utilization of the larger public libraries in the system. Therefore, even the smallest library service facility can find itself giving services that it would not otherwise hope to provide.

The chief problem of the community library is now, and will always be, finding enough funds to provide the most minimal of basic services. One of the penalties of living in a community that has never known good library service is that the citizens frequently feel no need to acquire what they have never known.

TOWN LIBRARIES

Town public libraries are characterized by financial support through taxation that enables the employment of 1, 2 or perhaps even 3 people, and is typically housed in an aging Carnegie building, circa 1910-15. There is typically a good fiction collection (although none of the "naughty" current best sellers are likely to be found except under-the-counter) with a heavy emphasis on mystery novels. The collections usually reflect one person's literary tastes. In community libraries, all the ladies in the club help choose the volumes purchased. In towns, a librarian usually was hired who remained on the job for many, many years. A quick glance at the collection will tell you that in town X, librarian Y is very interested in the area of English poetic writers, while in another library, the librarian's obvious bias towards "Catholic books" can be documented.

Therefore, while the fiction collection has a tendency to be somewhat balanced, the nonfiction collection may consist of over half the volumes on the subject of religion, while there are no books at all in electronics, automotive mechanics, sociology or psychology. This institution too, reflects a highly feminized viewpoint of libraries and their potential users. Much has been done to change this problem and thus bring into perspective the purchases being made.

There is usually a children's room in which a concerned attempt has been made to develop a fiction collection. In spite of the fact that many surveys and reports have pointed out time and again that boys are primarily interested in nonfiction, little has been done to purchase material that would interest boys.

There is usually a reference collection consisting of about 100 titles (including several encyclopedias) which are slowly aging, as most of them were probably purchased under a reference grant several years ago as a part of the state's usage of L.S.C.A. funds. There may even be a few government documents.

Usually open from one in the afternoon to nine in the evening, Monday through Saturday, they find that their largest problems are high school students. The most obvious and persistent library users are the high school students, and the reasons are several. First, the school collection is generally totally inadequate if one exists at all, and the services of the nonprofessional personnel are limited. The student turns to the public library to remedy the deficiencies.

Second, the school library is not open at any hours but school hours — when students are necessarily tied up in classes. In many cases, the school library also serves as study hall, with its attendant problems of discipline and regulation superseding the less obvious ones of service, material and use. Further, the atmosphere is not free — students, by virtue of merely being students — (or being *merely* students, one might say) — are constricted and constrained by the various appurtences of administration. Library "privileges" may even be withdrawn for those who are in other trouble with the school authorities — disciplinary, financial, or the like. Third, the students want a change of scene and atmosphere from the academic one.

Fourth, and very telling in rural areas: mass consolidation of schools has resulted in several communities united in one high school district — and the school in question may be located in none of them but in a cornfield centrally located somewhere between — and accessible only by car. In such cases, even if the school library *were* open, *were* adequate, it would still not be available because of transportation. Again, the town library becomes the stop-gap measure, the reading room is filled with high school students every evening, and adult potential patrons come to regard it more and more as a convenience provided "for the kids". The library is forced to fill the collection more and more with items of curriculum interest and funds are diverted from programs designed for another clientele.

CITY LIBRARIES

City libraries can be characterized by having fairly well balanced fiction and nonfiction collections. In most cases, there is a substantial juvenile department where purchase of current and past materials have been made with the juvenile in mind, rather than the juvenile's parents in mind. (It is amazing to note how many times juvenile librarians choose things because *they* like them, or they feel that a *mother* would like it.) Basic reference collections of several thousand volumes are common, and although most cities do not have many government documents, they at least obtain and utilize a few.

The most single striking difference between town libraries and city libraries are the cities' extensive collections of periodicals.

City libraries typically have several special departments such as an audio-visual department okering films, records, cassettes, etc.

City libraries also generally have a professional librarian as the administrator or director with one or more professional librarians being in charge of departments or areas of the library. The city library makes a concerned attempt to give reference services and provide as much information to the patrons as they require. Most of the major public libraries in the state are connected with the teletype system which will be described a little later. This system enables libraries to share their resources. In short, the city libraries approach what is taken for granted as normal library services.

The library director of city libraries can generally be characterized as an individual who spends a tremendous amount of time working with government agencies, community groups, clubs and organizations. The city library director usually is involved in all aspects of the community simply because the job requires a great deal of knowledge about the internal workings of a community. Whereas community librarians feel they "know" their community, town librarians generally feel that their board "knows" the town, the city librarian generally has a mandate from the board of trustees to keep them informed and be informed on "what's going on".

In spite of all these facts, it is well known that several of the state's city librarians regularly spend time in public service contact at the circulation desk or the service department.

The city's problems are in many ways the same as the community and town libraries, i.e., inadequate collections, inadequate staff, aging physical facilities (if not totally outgrown) and generally hampered by a past tradition of being the "genteel" institution of the city.

Three main problems characterize city libraries: They have found themselves in the process of receiving a smaller and smaller share of the total city's budget in a time when everything is costing much more. As an example, one city that had a book budget of $35,000 to serve 33,000 people suddenly found, because of re-evaluation of the city's property, a situation where its budget for books was cut to only $7,000! This is the same amount this library had to spend in 1921! In 1921, the average cost of a book was a mere 98¢, and about 3,000 volumes were published. Today, with the average cost of the book being over $10, and with over 33,000 books being published, it is amply evident that this institution can begin to deliver only one-tenth of the services that it offered in 1921!

A second large problem is that although cities have generally larger collections and deliver more services, people living outside corporate city limits are barred from using the facilities because of the legal and financial city-by-city method of support. It is obvious that as cities have had to join with their suburbs in order to provide what are termed "metropolitan" services such as police and fire, it also stands to reason that the same will have to occur in libraries.

A third concern is simply how to ease the pressure on the collection and the services. One consideration that would ease the load on city libraries would be for college and university libraries to begin to carry the complete load for their own student body. These academic libraries in many cases, need to have a larger collection available for their *total* student body, including correspondence and commuting students. Many of the public libraries' more difficult demands are made by off-campus students thrown onto the resources of their local libraries by conditions, policies, and practices that curtail their use of the academic shelves. For example, each year we have a number of students who commute from Ottumwa to Iowa City to the University of Iowa or who take correspondence courses or special courses or Saturday courses there. Library policies and practices apparently severely limit these students in their access to the material they require and they turn to the Ottumwa Public Library for help. While we are under no obligation to obtain and provide curriculum oriented materials, they are local citizens and we do our best to serve them. So we borrow by teletype from other libraries in the state, public and college, who belong to the I-LITE teletype network, and then from Iowa State or the Denver Bibliographic Center's network of resources. But, we are obtaining items that essentially should be available to these university students from their own library instead of from such sources as University of Denver or Brigham Young University! This means that, instead of the academic libraries assisting the public libraries with their more difficult reference requests, in our state the public libraries are supply service to the university!

SYSTEM LIBRARIES

The fourth type of library to take into consideration are the very loosely amalgamated cooperative libraries. Granted under L.S.A. and increasingly funded under L.S.C.A., cooperative systems were initially designed to help the smaller library procure and catalog more materials. This function has gradually changed to the point where many types of services are offered to libraries (community, town and city) who choose to join together. Of the 430+ public libraries in the state, over three-fourths of them currently belong to one of the seven cooperative systems.

The key services that should be brought to your attention are the interlibrary loan and reference services. By use of the Iowa Library Information Teletype Exchange, known as I-LITE, libraries have devised a system whereby community and town libraries communicate by telephone with the city libraries, and they in turn communicate with each other to obtain material from I-LITE loan and attempt to answer reference questions that are otherwise unanswerable. The system does not stop there, for 7 academic institutions within the state are also a part of this network, as well as the Iowa State University of Science and Technology at Ames. What cannot be procured through these institutions is then further sent on to the Denver Bibliographic Center for research which then provides locations for materials.

These cooperative systems are loosely constructed and depend upon an annual contract agreement with the state library in order to provide for their existence in addition to the basic amounts of their funding.

STATE USAGE OF L.S.C.A.

L.S.C.A. has been neither a failure in rural Iowa nor a success. The L.S.A. and subsequent L.S.C.A. seemed intended to reach the normal citizen, but the Iowa experience has been that this is simply untrue. The only successful cooperative in the state of Iowa was started by a person who directly disobeyed orders from the state library.

Monies allocated and sent through the state have a tendency only to benefit the upper levels with far less of the money reaching down to the citizen. This is not meant to say that the purposes for which the money is used are not legitimate, but the monies are not reaching the target group: e.g., the monies were used to increase salaries of state personnel, add personnel, buy materials for use at the state level and used as a supplement to state appropriations. What this meant was that instead of the state providing increased monies out of state funds they used L.S.C.A. monies. In the State of Iowa for example, before L.S.C.A. there were 22 full-time positions funded at the state library, completely and wholly by the state of Iowa. At the beginning of 1972 there were only 11 wholly state funded.

Because the monies were funneled through the state level, implementation was subject to all of the vagaries of state operation: e.g., when personnel were hired the highest qualified personnel were often not available because of state salary levels, restrictive and outmoded qualifications. For another example, when it was obvious that the person administering L.S.C.A. monies would be required to attend a conference of all such administrators in

Washington, D.C., the state of Iowa happened to be under a "travel ban" at that particular moment and so the 49 states and the trust territories were represesented, but not the state of Iawa.

LOCAL LEVEL L.S.C.A.

The libraries of our rural areas, and I speak not only of Iowa, have been beset by a number of problems. The rural areas have been skeptical of cure-all programs that promise to change everything for the better. In many cases, the funding level has been too low to accomplish even a minimal change. In other instances, the funds required would have to be pulled from other sources that are actually or apparently more important. Many times, the matching requirements for use of federal funds bear no relation to what is actually needed or enforce a clerical burden to "prove" matching that overloads the program or eats up the available funds in paperwork. Finally, in many, many areas, there simply are no matching funds available. Thus, the areas most in need of library development are least able to support such activity.

Often, local authorities are fearful (and justifiably so in many instances) that outsiders will apply a set of arbitrary standards with no understanding or concern for diverse situations. Most such standards, such as those devised by A.L.A., seem designed for large metropolitan libraries or for large, well-supported regional systems. In our rural areas, neither exists. The tax-base support is not there and never can be. These are marginal areas, economically and demographically, and extensive local library support is a luxury item and always will be. In these areas, local money is not available, and federal money has been inappropriately spent on developing yet another level of service, instead of expanding and improving service at the local level.

L.S.C.A. matching provisions penalizes those who need it most and have the least resources with which to work. Although the rationale is that these funds are intended only as pump priming, in this case the well is dry! In many rural towns, the public library and the newspaper are the last sources of information. Radio and television come from the nearest "metropolitan area" — many miles away in both actual and mental distance — and are of little continuing concern with the small town.

Recent court rulings on the use of the local tax base as a means of determining quality in the school system may conceivably be applicable to library services as well. Somewhere, sometime on, a court may decide that libraries, as well as schools need not be based on local property taxation alone. What will be the effect of this? Determination and answer of this question is simply unknown.

OTHER FEDERAL LEGISLATION

The State Technical Services Act of 1965 was intended to set up a reference service providing technical information to business and industry. However it operated elsewhere, in Iowa it apparently became buried in a plethora of other programs and the businesses and industries of our state were never really notified that it existed.

The Right to Read Program, probably one of the most singularly significant educational proposals of this administration, will begin to utilize libraries as one of the components of the program. While there are only a few public libraries currently involved in the program, this will grow in the future. The question is whether or not local adult basic institutions will recognize the fact that libraries have had traditional roles in this field, and will work to the best of their abilities in complete cooperation in order to achieve the administration's goals.

There have been several other acts in which libraries played a small part. The basic question concerning them is why only the large metropolitan institutions were able to obtain benefit from them. This is in spite of the fact that the administration has acknowledged that many of the problems need solving on a local basis, nationwide, not in just the "metropolitan hot spots". Could it be that the other libraries, lacking adequate information sources, obviously lacking the intergovernmental connections, be in a position where "those that have, get, and those that don't, do without"?

THE FUTURE OF RURAL AMERICA

Although the current trend of mass out-migrations of people from the rural areas to the already overlarge cities is expected to continue, there may be some signs that this will be changing.

First, several cities and at least one state have now simply declared that they wish no more growth. There is *every* sign that this position will continue to gain adherence, particularly throughout the "Golden West".

Another factor is simply that of usable resources, the key one being water. In several of our Rocky Mountain states, the rights to every bit of water have now been assigned and ascribed. It is a simple fact that when all water is used, continued growth simply must cease. The citizens of Denver in turning down a one-fourth billion dollar bond issue for the development of future water resources were simply and effectively declaring their public intent that the city be allowed no more untrammeled growth. This is not unique.

The mayors of our largest cities have often publicly declared that the growth in the metropolitan areas must be slowed down in order for the city to attempt to "catch up". It seems obvious that many of the city's problems have been caused by "too much too soon". Periodicals have been filled with stories of people undergoing the "California transformation". That is, people who have suddenly felt the need for a different environment and/or life style, and left to find it, leaving city and suburbs behind.

One solution would seem to be to provide and encourage employment at the local level so that the need to move to a metropolitan area is greatly reduced. Therefore, in my opinion, rural America does have a bright future a few years from now, because in the midwest alone, there are numerous communities, towns and cities that already have established water systems, sewer systems, etc., to take care of a population that grows rather than diminishes, in addition to having water in vast quantities.

It would seem obvious that it might be wiser to give a multi-*million* dollar Federal tax break for industries to locate in an area that could sustain growth, rather than having to federally support a multi-*billion* dollar project to bring in more water to areas in which it is a scarce commodity.

THE LIBRARY'S PLACE IN RURAL AMERICA'S FUTURE

If any of the above would come to pass in the next decade, many improvements would be needed in order to provide adequate library services, as well as fulfilling the basic needs that now currently exist to serve the present population.

Adult Education

The library is basic adult education. The resources of the library make possible self-directed, individually based progress in the direction of an individual's own goals. This is adult education, but not from the usually visible sources of the academic institutions. It should be noted that the early libraries often grew out of literary societies, debating societies, or other spontaneously generated attempts by adults to continue and further their intellectual experience. Also, libraries were in the forefront of basic adult education when the waves of immigration left successive groups of foreign-born citizens-to-be grappling with the problems of language, literacy, and naturalization. The "Sunday schools" of the libraries were instrumental in helping the immigrants become a part of their new country. Many of our midwestern libraries still have in their files proud group portraits of the naturalization and citizenship classes, posed stiffly awaiting their graduation ceremonies. How many of our grandmothers and grandfathers studied in those night classes or Sunday classes to become Americans? Where would they have been — and where would we be today — if the libraries had not stepped in to meet this great need?

Are today's libraries meeting similar needs? Are the libraries in our rural areas sending off the new waves of immigrants to the cities as effectively prepared to fit into a new society? Or have our rural libraries remained a depository of light love stories and shabby-covered best sellers, a place for the high school students to study and meet their contemporaries, a last and neglected epitome of propriety in an aging Carnegie structure just off Main Street?

Even though the library must be regarded as a source of adult education, we must not see our libraries forced into the mold of academia. We are not asking to march in step with the schools, colleges and universities, for in all such cases, the march becomes a lock step, in which the needs of the whole community are subordinated to the giant mill of the school machine. The community-based library, with a citizen board still remains the most responsive form to community needs and wishes, *if* funding can be maintained at a level that makes possible programs beyond the simplest maintenance of a sub-standard collection. Several communities that have attempted to integrate the school system and public libraries have found that this "Flint Plan" is a disaster. The plan does not succeed in practice. It presumes that the public wants and needs to know similar things to those in the school curriculum, an assumption that does not work out in reality.

Therefore, the library does have a place in adult education, particularly under the administration's Right-to-Read Program. It is amply evident that the administration wishes for adult education of a basic nature to take place.

Continuing Adult Education

People who have had to work hard for their education, and value it, do not want it to ebb away. The public library serves waves of people attempting to keep abreast on a plethora of subjects. Many of these patrons are women, caught permanently or temporarily in the narrowing spiral of child care and homemaking, while they watch their academic skills and disciplines fade from lack of use. Some libraries have tried to bridge this gap by providing story hour programs for pre-school youngsters while offering simultaneous discussion programs for their mothers. Almost universally, the programs most attended and most requested were those on world affairs, science, the humanities, and the arts! The women spurned offerings dealing with child care, home decoration, and cosmetology, programs generally being considered "suitable" for women's groups. For the most part, the participants wanted contact with intelligent human beings. They did want lively discussions and an opportunity to exchange thoughts and ideas with other adults. They sometimes, but not invariably, took material home, but this was not the prime objective — they looked to the library to provide the space and the speakers and the opportunity for them to participate, while their children were taking part in an equally stimulating and enjoyable activity. Adult education also has the aspect of providing those research materials that the average citizen may desire. If we are totally honest about the history of business and industry, it can be said that some of the most inspired innovations and discoveries occurred by an individual working alone.

Today's society requires more than tinkerings in a garage to produce an airplane. Vast amounts of research materials are needed and must be provided on an individualized basis. Surely, the demand for general information and reference services will continue to increase in an ever-larger geometric progression.

Recreation

Although the normal town and community library in the rural midwest has traditionally emphasized recreational reading, and although they will experience a great deal of change in the future, this important need of our citizens will continue to exist. If the leisure time that we are told is going to be coming does indeed arrive, we will most likely have to increase the numbers and kinds of materials purposes.

Services to Children

The library has a tremendous potential in the educational opportunities open to the pre-school child. The library should and can be involved in pre-school story hours, in reading readiness programs, in making pre-reading and pre-school learning interesting and fun on a friendly and informal basis. The library can conduct clinics and short sessions on "Reading to your Child", which can be instrumental in breaking the chain of school failure that prevails in many families and cultures.

Services to the Handicapped

Many libraries do not or cannot give adequate service to the handicapped. Yet these libraries may be in violation of the equal rights provisions. How can small local libraries begin to overcome this problem of physical accessibility?

The 28 steps in front of the Ottumwa Library have always been used as a gathering place since its building in 1901. Today there are teenagers instead of men in Navy blue (not otherwise changed from the days when Lt. Richard Nixon received a salute as he passed on the way to Union Bank to pick up Pat), but those 28 steps are a heartbreaking blow to those that are wheelchair-bound or who have heart trouble and like problems.

Future Shock

Although there have been many articles published about the future of libraries, there are several items that need reemphasizing. If we wish to look into the future and avoid the shock of those changes, I would suggest that we look closely at the new "information business". Currently, publishing companies and conglomerates are beginning to offer reference services for business and industry. Some businesses are making use of these. If library services are not upgraded, then the government may be in the position of itself having to purchase such services for *all* business and industry. The right of the average citizen to have access to the information he needs is a vital and basic one, whether he chooses to use that knowledge at any given time or not. It was for this reason that public records are on file, and that newspapers publish notices of public ordinances, expenditures, meetings, and the like. The right of the citizenry to have access to knowledge must not be abridged, and this, more than any other tenet lies at the heart of the problem of public libraries. For, in our rural areas, the right to knowledge and information is abridged — by distance, by lack of finances, by lack of trained staff, by lack of support on the state and federal level.

A second item is the traditional asset of a local library board. The responsiveness of the library and the library board to the special needs and wishes of the community is a marvelous and delicate balance. Yet, the library can become over-responsive to a few people. The exclusion of material which one board member or members of the community find objectionable can grow into covert censorship on moral, literary, or political grounds. A board filled by a mayor from members of one dominant political party may see no duty to locate materials of another point of view in the collection. A town in which one religion predominates may not see the need to include representation of another point of view. A town composed of various ethnic or racial minorities may give display to material favorable only to one.

Thirdly, C.A.T.V. should be closely watched. The community antenna television increase has occurred mainly in rural and semi-isolated communities. The potential of the libraries participating through either a channel for all educational facilities, or even a channel designated specifically for the use of the libraries, provides an unlimited opportunity. The current operating systems using cable TV have thus far occurred in rural areas, with the most notable usage being that of Nutrona County, Wyoming! It is quite possible that because of these factors, rural libraries may well be the leaders in this field.

EXPECTATIONS AND PROBABILITIES

Because of the complexity of today's society and the tremendous increase in the necessary level of education for urban as well as rural residents, and because of the huge variety of employment careers, there has been a fantastic need created for informational and educational resources that are simply not available on the local level. It is likely never to be possible to make such resources feasible, given the financial methods that we now use.

Even with the utilization of maximum financial resources, including maximum state aid, maximum mileage on property, and complete use of bequests and special funds, et cetera — in fact, calling up all available resources on the local and state level — our financial situation in the rural areas would still be inadequate to meet current, *let alone future*, demands. This is *without* considering any expansion of existing library roles.

Several conclusions can be drawn; first, that library service may *not* be a local responsibility. If the library is truly to be the university of the people, especially in those areas where other informational and educational institutions do not exist on the pre- and post-school level, then support must come from outside the local tax-base.

Secondly, that the Library Services and Construction Act has provided much needed monies and increased services as well as materials. However, it has not had the expected impact that we had hoped it would. This may be due to a number of factors, some of which have been mentioned heretofore.

Thirdly, that a federal subsidy on a continuing long-term basis may be the one remaining source. It must be noted that this does *not* mean matching funds, it does *not* imply grants, it does *not* imply a loan, nor does it mean designating it as "pump priming" funds. It indicates out-and-out federal support for substandard libraries on a year-after-year basis.

Fourthly, rather than merely being written to "encourage" cooperation, acts should be written to require coordination of tax resources. For example, E.S.E.A. materials can only be used in schools. Why should this be so? Why shouldn't universities and colleges be specifically exempted from receiving any federal funds until proper actions or state legislation makes them "open" institutions available to all? Why should metropolitan libraries hoard special collections of a research nature? Why should not all materials that are purchased with public taxpayer's monies be as widely available to everyone as possible?

In conclusion, it would seem that the administration's proposal for revenue-sharing may be the answer for which the grass roots are crying.

The public library, bastion of individual education since inception in this country by Benjamin Franklin, continues to be the hope of the "New ghetto" — rural America, home of the proud neglected.

LUCIEN W. WHITE*
University Librarian

University of Illinois at Urbana-Champaign

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

In response to your letter with respect to the priorities to be established by the National Commission on Libraries and Information Science, I would urge that a very high place be given to the development and support of library networks as a practical means of improving bibliographic and physical access to the world's rapidly expanding information sources.

In this connection, I know that the Commission is familiar with the recommendations of the 1970 Airlie House Conference on Interlibrary Communications and Information Networks, and I am confident that the recommendations of the Conference will have the Committee's general support.

However, based on my own experience, I would like to single out for special emphasis one of the Conference recommendations, namely the recommendation:

> That the National Commission assure the financial support required for network programs by developing legislative proposals at the federal and state levels, generating a base of understanding within the library and information science professions, and providing a broad base of public understanding of the needs for a national network of libraries and information centers.

My views on the significance of this recommendation are based on experience in the state of Illinois with the campaign for public acceptance which led to library network legislation in 1965 and on my knowledge of the functioning of the network since that time. The Illinois network made it possible to work in the direction of a truly statewide library service with the library resources of the entire state identifiable and available, and significant strides have already been made toward that goal. Eighteen public library systems blanket the state, backed up by four reference and research centers, and library service of all kinds has been greatly expanded at far less cost than could have been possible for comparable service without the network legislation.

Although the opportunities for further development in the Illinois network are many and varied, I believe that the Illinois experience has already demonstrated two basic principles:

(1) Significant advances in library networking are not likely to be successful in the long run without legislative support, including appropriations.
(2) What has been accomplished by networks on a state level is also needed and can be accomplished on a national level.

More specifically, on a national basis, what is required is legislation to establish and support a system of regional networks which would build on state networks where they exist, encourage state networks where they do not exist, and form an integrated system linked with the Library of Congress.

The regional networks should include the major libraries within the region as resource centers, and specialization in functions and resources should be effected as much as possible in order to avoid the needless duplication of special services or of lesser used and unusually expensive materials. Formulas for payment for services beyond the needs of primary clientele should be established in order to assure fair and equitable reimbursement to resource centers.

The development of such a system, along with the bibliographical and communication network to support it, is essential if the widening gap between the generation of information and the accessibility of information is to be narrowed to any appreciable extent and if the costs involved are to be held to reasonable limits in relation to benefits.

The present system which relies largely on the voluntary cooperation of libraries is ineffective and incapable of meaningful expansion since it places an unfair financial burden on large libraries which are already overburdened by increasing costs of all kinds.

Although a national network of the type outlined above might be established without any significant change in the role of the Library of Congress, it is my view that the full benefits and long-range success of networking on a national basis can only be achieved by transforming the Library of Congress into a genuine national library, with all the basic services that a national library would be expected to perform in support of a national network. Among these I would mention the following as essential:

(1) Full funding of an acquisition program which would bring to the Library of Congress a much greater proportion of our national literature, including federal, state, and local documents, and to enable the Library of Congress to serve as a procurement agency for foreign materials of research value in behalf of network members. The PL480 and NPAC programs are examples which need to be repeated and expanded.

(2) Funding of the Library of Congress to expand its bibliographical services so that all materials available through the network could be located by title and by subject. Manual processes would probably be necessary at first, but the Library of Congress, acting as a national library, should be empowered and funded to take the leadership in providing automated bibliographical and indexing services.

(3) Rapid expansion of the MARC program for serials as well as for monographs in order to provide a standard data base for network members.

(4) Development and vigorous encouragement of standards of bibliographical practice and data control capable of nationwide acceptance and use, with monetary incentives if necessary to secure adoption.

Obviously the development of network activity will proceed at an uneven pace, even under the best of conditions, and some of the goals outlined here are by necessity long-range in nature, but I believe that some progress can be made quickly by building on the experience we already have with networks, by greatly strengthening the resources and services of the Library of Congress, and by redefining its role to meet present-day needs for effective and efficient library service.

The costs may seem high but the benefits are high too, and the alternative of inaction and deterioration is not one that American scholarship or leadership can afford.

MRS. WILLIAM WHITE
Trustee

Chicago Public Library
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The Metropolitan Public Library today faces possibly some of the most gargantuan problems of its entire existence. One of these is the problem of funding—in lay terminology, "money problems." Another, restructuring itself to meet the new service demands imposed on it. The plight of the Metropolitan Library is reminiscent of the frustrating situation that confounded Alice, when she made inquiries of the Queen relative to running as fast as she could to reach another place at a given time. When the Queen answered "it takes all the running you can do to keep in the same place. If you want to get somewhere else you must run twice as fast as that."

The "Big Question" is how are we to cope with the "problems of funding and restructuring the Metropolitan Public Library to meet the new service demands" when we are "running all (we) can do to keep in the same place." But, inasmuch as we wish to, and must get somewhere else (we) must run twice as fast as that.

First we must and do assume that many of the things we must do have been done or tried before. If this is true then the questions arise were we too timid in our efforts? Were we somewhat smug and rather satisfied with "business as usual"? Did we wish that someone else would do the job for us? Have we been able to completely sever ourselves and our thinking from the nineteenth-century philosophy of service to and for the elite and to the middle classes?

Even though these are rhetorical questions, they may embody a modicum of truth. There is strong testimony that too many librarians are bound in shackles of fear. Fear to try something new, to make mistakes, to try something that someone else may have tried, fear of being accused of extravagance, of daring, of changing things. What is the role of the librarian and the library in our present day society?

Eric Moon, long time editor of *Library Journal,* said in the early sixties, "It is undeniable that there are too many instances of librarians failing, for a variety of reasons, to gain representation for their libraries in community, educational or bookish activities at local, regional or national levels." But even then he cited two instances occurring, one hard on the heels of the other that may have given rise to hope and even optimism. Two White House Conferences, one on children and youth, the other on Aging. Of this Moon states "They (the librarians) took part in a great variety of discussions, not only on the education of the aged, but also on their health, medical care and many other subjects less obviously the direct concern 'of the librarians'."

The impact of this conference was evidenced by remarks from the keynote speaker, Dr. Edward L. Bortz, Chief of Medical Services, Lankenau Hospital, Philadelphia, obviously a non-librarian. He stated "There are cerain key factors in planning a broader program for learning—in addition to imaginative personnel there is need for wider utilization of the school and libraries of this nation." The occasion is instant—experiments are not always perilous, but they do demand application, sincerity, and emotional dynamism which will uncover hidden resources that will be a joy to behold!! . . . . .

Even in the early sixties Dr. Bortz easily foresaw the demands of the seventies. He advised his listeners, "Community libraries are a most valuable germinal center from which recent acquisitions in the form of reports, bulletins, books, magazines of all kinds can be distributed. *Libraries are a rallying headquarters for the community. Their real worth has yet to be discovered.* We can no longer fail to support them. For the public is now awakening to the need for additional information with which each citizen may reach a more enjoyable, healthy, longer life, freed of many nuisances."

Recent studies in a few states with large metropolitan areas found many librarians uncommitted and unconvinced concerning the central role in the community that librarians and their libraries can and should play. Some were found somewhat lax in their approach to community service and oftentimes the librarians not yet committed to the library's full development as a total community educational institution.

A final statement and recommendation of the White House Conference declared "The initial stimulation of educational programs for, about and by *people,* should be through institutions that have public responsibility for education, that in combination have nationwide coverage and that have the confidence of all groups. These institutions are public schools, public libraries and institutions of higher learning."

W. Howard Phillips, author and former president of the British Association of Librarians, suggested that, "It is quite incomprehensible why so many board members, readers and even librarians seemed satisfied and even proud of the pathetic attempts to provide service under poverty stricken conditions—like a very poor relation showing a brave front with secondhand, threadbare clothing, and insufficient income to provide more than the barest necessities of life. . . ."

Mr. Phillips is the kind of critic we need in librarianship--dissatisfied with the present but full of faith and hope for the future, as the following statement from the same address shows:

"A reaffirmation of faith is urgently needed. It should be proclaimed loudly and consistently that the public library is still the University of the man-in-the-street, the college of further education of the post-graduate, the specialist and the research worker; that it stands fairly and squarely as an intermediary between the beginning of learning and its mature expression; that a comprehensive collection of good books well administered is a bank of indestructible knowledge, saving the money of the rate-payer and taxpayer alike. For no modern country, at least not an industrial democracy, can afford the wastage caused by general ignorance, by intolerance, by the lack of understanding of vital social and economic forces, by the lack of reasoning power, by a superfluity of unskilled labor and by the ill-health of its citizens. When a country stops learning—it is already dead!"

We all know that library service can only be as good and can grow only as fast as the people who operate it. But why are so many members of our own profession stunted in their growth, limited in their vision?

May it not be that libraries (and the librarians who operate them) are being strangled by their history, and by their devotion to that history, of local autonomy and control?

"The tight fists of local control have been pried loose from many other social services because those small hands were no longer able to hold the wild horses dragging society into the future. Libraries are too often among the few remaining captives confined to the local corral, and too many people, including too many librarians and trustees, are determined to keep them there. But the fences of that corral are buckling, and will surely fall before the growing pressure of contemporary social forces."

If librarians don't stop driving in the stakes and instead open the gate and make a dash for wider horizons, they may find themselves and their libraries buried as the 20th Century pounds on over them without even noticing that they were really there.

Ralph Shaw said: "The traditional 'readers' are moving to the suburbs, where often they are without library service as they have known it, while the major libraries in the core cities are being left increasingly in areas populated by underprivileged people who have never acquired the habit of library use or any perspective of their potential, and whom libraries have rarely made any determined effort to reach. These libraries must now go out after a readership which will not come to them easily, and to succeed they will have to discard what Ralph Blasingame called their "obsession with a middle class ethic."

We heard what some large libraries are doing to reach this audience. Detroit's library programs and services, designed to cross color and status lines, were described by Ralph Ulveling. Janet Stevens gave a vigorous account of the ten-year record of the Pennsylvania Avenue Branch of the Enoch Pratt Free Library in establishing quality service in an underprivileged section of Baltimore. And Hardy Franklin left most people gasping with his story of life as a community coordinator in the Bedford-Stuyvesant area of Brooklyn. Has any librarian, we wondered, ever dived quite so deeply into the life of the community as Franklin?

Here, then, we had three examples, not just of aggressive librarianship, but of imaginative library salesmanship, and of a dedication to people as the reason for and the end of library service, but it was clear that we were not hearing about "typical" librarianship. Few libraries can back up a selling job with the resources of these three great libraries; few have the money or the staff to implement such programs, and some just plain don't have the desire.

Blasingame, prompted by his recent experience in Pennsylvania, brought us back to the realization that the need for equalization of opportunity applies everywhere, in city, suburb, and rural area alike. He cited for example, Lowell Martin's 1958 survey of Pennsylvania public libraries, which showed the average per capita support, statewide, to be about $1.00. This was bad enough, but if the large metropolitan libraries were extracted, the figure would have been only about 40 cents per capita.

Blasingame spoke of the profession's refusal to discuss real issues, and offered the recent Midwinter ALA Council meeting as an example. "The topic of equalization of opportunity is one", he declared "the profession must soon discuss very seriously. We are headed more and more toward increased support for library services from state and federal sources and if we make no attempt at equalization, we deny the very basis for such support."

Certainly, with the broadening of the scope of the Library Services Act, the profession must be vigilant in remembering that its great success and acceptance thus far have been based on establishing and improving services where they are most desperately needed. The needs, the inequalities, are still in abundance, but they are forever changing shape because society is not static. Our administrations, our methods, our organizations must be as flexible as society itself. They are most likely to be so if they are defined and designed always in the context of human needs and opportunities.

We are reminded by another authority "One of the reasons that the larger and more important public has given up on the public library is the profession's desire for 'political neutrality'." One could concede the necessity, in the early days, for the avoidance of politics. By 1964, however, nearly every professional organization had entered the political arena in one way or another. Back home in the community librarians are still content to ride on the coattails of the school board or the department of public works when it comes to fiscal support. Few are willing to bring the free public library into the real battle for the tax dollar. In the words of Norton Long: "The price of political neutrality has been public indifference and neglect. As most public administrators have found few programs sell themselves. Public policies, even such widely accepted policies as the desirabliity of the public library are in competition with one another for scarce public funds. The librarian . . . must fight for his share of the budget."

Because of the traditions of minimal service to a minority, and frightened aloofness from politics, the free public library, in a sense, exists in that impoverished "other America." Its resources, already taxed by this minority service, are in no way prepared to provide the service in depth that could make it the important agency for the whole public that it has never been. The potential public is there, indifferent and unaware that it could be served. Unless librarians are prepared to declare a "war on library poverty" as well as enlist in the war on material poverty, "the role of the public library, imprisoned in those two long standing traditions will continue to be as an impoverished cousin to richer and more vital public agencies." So writes John Berry.

Not long ago, we heard a prominent and dedicated young adult librarian complain about what she considered the intrusion of the library into domains where it has no legitimate role, and no particular competence: the area of extensive social service. The librarian, she said, is a specialist in books; he is not a social worker or a therapist, and even his well-meaning attempts to assume these roles may harm those whom he is trying to help.

It is an old argument, and the lady may be right. But if she is, we feel it is up to the library itself to do something about it — change its qualification requirements, work out better liaisons, hire specialists from other fields as part of its staff.

The reason is that the library no longer has a choice, in much the same way that the school no longer has a choice. Both professions share in origin and purpose a nineteenth-century concept of education: the democratization of society within an accepted social framework and within a fairly well defined range of services. School and library have tried to give the individual from the lower classes access to the same body of knowledge and complex of skills which more fortunate economic groups have had as their birthright.

Their aim, in other words, has been the equalization of opportunity through the standardization of background. To take a precise instance: the "deprived" child could begin his formal schooling on a level with the middlecass child through a kindergarten program which, by a variety of social and "reading readiness" activities, would provide a nucleus of concepts and attitudes. Given a basic core of knowledge, it was held, the individual would develop according to his ability. IQ and achievement tests were based on this assumption of a common background.

Twentieth-century history, for all its social fluidity, has shown the grotesque over-simplification of the concept. Culture is part of the child's weaning; it is not imposed from without. Parental indifference or discouragement, prejudice, squalid surroundings, all take their toll early. The child enters school crippled by the neglect and contempt he has already faced, stunted by his parents' illiteracy, or simply frightened by a foreign tongue. Each failure is compounded; the teacher never completely reaches the child in a group situation; the IQ test, invalidated from the start by inequality of background, becomes a weapon against him. He fails, loses his self-esteem, and accepts, in James Baldwin's words, some form of death, be it anomie, alcoholism, or crime.

The librarian, in fact, has an edge over the teacher in several ways: his one-to-one relationship with the child, the greater flexibility of his guidance function. Today these advantages impose new responsibilities upon him.

The new potentials for library service may indeed, find librarians inadequate to fulfill their role, but to the extent that this is so, it is essential that the library profession forget its parochialism even its struggle for recognition (which will come to it anyway, in the long run)! We have reached a point where the barriers are falling not only between school and public, academic and special library, but between adult and children's, or adult and "young adult" services. The child depends on his parents' literacy; the "young adult" is sometimes married and a parent himself. If we are to create a continuum of service, we must not only revise our definitions but bring outsiders—social workers, civic agencies, psychologists, into our ranks, as many schools have done, and as the library programs described have done. The extraordinary flexibility of library service displayed by these few systems only hints at its possibilities; and the programs themselves are not, in any broad sense, innovations. They are only part of what the library world must accept at its own "strategy for change — the adaptation of traditional institutions and services to new conditions."

The public library like other public and democratic institutions, has found itself being *many things* to *many people*, but even this concept must be modified, for there is, in the winds, a cry to meet new service demands by becoming many things to all the people.

Lowell A. Martin, in his recent book, "Library Response to Urban Change" which was a study of the Chicago Public Library, offers practical and realistic recommendations for the development of metropolitan library service. He avoids simple pat solutions, but draws heavily upon various experiments, programs and project developments of other libraries, and fashions a people-oriented program that he hopes, "will be equal to the future needs of a restless urban area."

Dr. Martin does not doubt, for one moment, that change must come and he warns that "effecting change in a large and long established institution is not easy" but continues "the essential and most urgent requirement is to get moving at whatever points are amenable to early response, and from this start, (the needed successes) enthusiasm, confidence and momentum will grow and spread to other parts of the system."

In his "Priorities for the Period Ahead," Dr. Martin stressed several cogent points, namely:

1. Make contact with community groups, city-wide groups, and subject groups in order to start planning library development with the people to be served.

2. Consider and adopt several educational "themes" (e.g., racial understanding, consumer information, the younger generation) and push them in appropriately different ways in different communities (avoiding a standardized centrally-structured program) throughout the library system.

3. Study the prospects and locations for small neighborhood individualized storefront units in disadvantaged areas, at least two or three to be opened by early 1970s.

4. As an early and ongoing project, carry out an enlarged publicity program about the library, designed not so much to create and sustain an "image" as simply to inform Chicagoans, all Chicagoans, about the resources of the agency, how the agency can serve them, and the new activities and facilities being inaugurated along the way.

5. Put into operation an internal system-wide and continuing review of every existing service unit from the user's standpoint, to make these units inviting to the visitor and easy to use, and effective in the service delivered.

6. Stress intensified service in the ghetto, built on experimentation, accessibility, variety of program, new media, and planning with local groups;

open store-front libraries or study centers or information centers or cultural centers.

7. Organize the "Business Sponsors" of the Chicago Public Library, composed of firms and industries making regular use of the library, to carry part of the cost of the service they receive.

8. Enrich service for both children and young people, in increasingly closer coordination with the schools.

9. Draw on local, indigenous personnel—mothers, part-time college students, even high school students—as aides to the professional core in working individually with users.

10. Expand the in-service training program for staff, reaching all levels from supervisors to new high school aides.

Dr. Martin looks at the picture as a three dimensional operation — or phases one, two and three. The first two phases are embodied in points 1-10. The third phase is described as "Holding to Course." This is an ongoing phase which Dr. Martin invisions as extending through several years—say through 1975-80, and he states:

"By 1975 the Chicago Public Library, under the program outlined in this study, should exhibit focus and quality in its program—that is, clarity as to what it is seeking to accomplish and at least a degree of effectiveness in carrying out its functions. At that point two underlying principles should guide its planning, administration, and operation: (1) Whatever is done should be maintained at a high level and with impact and not be just another likely service provided to a limited extent for a fraction of the people who seek it, and (2) Whatever is done must be subject to review and change as the character and problems of American life change. These broad principles alone may be enough to hold the ship to course, but their applications as developed in this report may be worth recapitulating here as markers, in the channel, which may continue to apply five and ten years hence.

1. The Library within four walls will have given way to the concept of the library as an immediate and integral part of the lives of people on the block where they live, in the groups with which they associate, in the jobs they hold, in the cultural and recreational activities which give lift and color to their existence.

2. The Library will have a place in the (hopefully disappearing) ghetto as well as in near-suburban areas, and particularly in the many workingmen's communities.

3. The Library will be a resource for the sophisticated cosmopolitan as well as the cultural initiate.

4. The Librarian will also be "advocate" promoting and guiding the use of resources on selected social concerns—racial understanding, urban renewal, consumer buying, crime and drugs, pollution of the environment, the search for values—or whatever issues mark a given time.

5. The Library will be staffed by a diversity of personnel matching the diversity of its programs: specialized librarians, non-library professionals devoting their skills to library service, technicians recruited at the college level, clerks in satisfying career sequence, local residents attracted to the cause.

6. If many or most of these qualities are achieved by mid-decade, the Chicago Public Library will be a considerable influence in the life of its city and region, and will at the same time be in a good position to change course as conditions change.

The Chicago Public Library is in the position of vanguardism. Many of the points suggested have been or are in the throes of implementation. But, the crux of the entire problem is financing. Dr. Alex Ladenson, Chief Librarian, Chicago Public Library, an astute person with expertise in the legislative arena, states that "A most distressing element which runs through all the problems of the public library is the matter of finance. Without exception, the large public libraries of our major cities are ill funded." He further states that "new sources of revenue must be found."

There are strong feelings among both the professional and lay people of the library world that the cities alone can no longer support adequately, their many service needs. Social unrest and change have made this impossible. Where, then are new funds to be found to meet these new demands? There are two other sources: from the states, and by all means from the federal government. The federal government is where the lion's share of our tax dollar goes, a fair share of this dollar should be returned to the urban community. The federal government should be equally as concerned, if not more, about the little wars that are being fought daily in big city streets inside this country as it is about the big wars fought outside the country, and the tax money should be used accordingly. With pressure and vigilance—good hard lobbying—in the legislative hall, much can be accomplished in favor of the public library.

There are many bright spots on the metropolitan library horizon. Chicago, for example, has trailblazed in innovations with its many reading and study centers particularly those in the ghetto high-rise apartments — its busing of school children to and from the nearest libraries — its bookmobiles, stopping on neighborhood street corners — storytelling — audiovisual aids — a people-to-people sort of thing.

On the other end of the innovative spectrum is the special extension service, which reaches out supplying books and materials. Not only to the unserviced areas and pockets of Chicago, but to special interest groups, agencies, organizations, and schools. This special service reaches out and provides library services for use at their locations, in their own buildings.

All of this is good and well but it simply is not enough. Remembering again, the Queen's advice to Alice—(If we) "want to get somewhere else (we) must run twice as fast as that."

STEPHEN WHITNEY

Administrative Assistant to the Director

St. Louis County Library
St. Louis, Missouri
(Introductory remarks by Donell J. Gaertner, Director)

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

My apologies for the lateness of this reply.

Enclosed is a more lengthy report written by Mr. Stephen Whitney, Administrative Assistant.

I am anxious to emphasize one point which I feel requires very serious consideration. Is the research function which is performed by large municipal libraries properly a local government responsibility? Would it not be wise to separate the financing of this service? The larger suburban libraries such as St. Louis County Library, have proven that library services to local citizenry are merchandisable. While we can state that the reason we do not develop large research collections is that these are available through central city libraries, I question whether this answer is completely honest. I strongly suspect that we have a much closer tie with the everyday user who *demands* services different from foreign journal articles.

While the research function has unmeasurable long term worth, the direct return to the taxpayer is not readily assessible. If the research function can be separately financed with the funds coming from a much larger base, the public library then will justify its own survival on how well it meets the every day educational and informational needs of its taxpayers.

Thank you for the opportunity to present this concern to your committee.

The St. Louis County Library is one of the youngest and yet one of the largest libraries in the nation. It now serves three quarters of a million people in a 450 square mile burgeoning area which mushroomed following World War II from a largely rural to a complex residential and industrial maze. The problems faced by the library are peculiar to it but every bit as real and as critical as the declining population and ghetto growth of the core city.

GEOGRAPHIC SIZE: To cope with so many people spread over such a large area, a system of regional branch libraries was designed, each serving from 50,000 to 75,000 people. These in turn were supplemented by 25 bookmobiles — the largest fleet in the world — which visit schools, shopping centers and residential subdivisions. As the county continues to mature more branches will be needed and the bookmobiles' limited resources will thereby be replaced with more sophisticated resources. We are similarly convinced that strengthened school libraries will aid our efforts if school and public library programs can be effectually coordinated.

MATERIALS: As a young library, no extensive backlog of old and expensive research materials was accumulated. Rather than duplicate older reference collections in the area, the decision was made to take the greatest number of books possible to the greatest number of people. Our own reference potential has been considerably strengthened over the years, but we will have a commitment in the years ahead to the continued maintenance of the older collections of other libraries.

UNIT CONSOLIDATION AND COOPERATION: Independent municipal libraries continue to operate within St. Louis County. Although they maintain local autonomy over libraries older than ours—most were built in the thirties—their residents pay higher taxes and receive less library service. Realistically our library system should blanket the entire county. The apparent recurring theme, of course, is cooperation between libraries and types of libraries. The Higher Education Coordinating Council, the Municipal Library Cooperative, and reciprocal film and book loan agreements in the metropolitan area are all elementary recognition that libraries cannot continue to operate as though other libraries are non-existent. More and more sharing of costs and materials will be needed.

FINANCE: We cannot plead financial destitude nor imminent need. At present the St. Louis County Library operates with a property tax of half or less than half that of many of the other libraries in the area. The answer is obvious: steady growth has produced an ever increasing tax base. On the other hand, we cannot be so blind to ignore the indicators of the future. Industry is already moving into outlying areas even farther than St. Louis County. The property tax must be questioned as a primary source of income and other resources found, if possible. And secondly a greater amount of revenue sharing will be required through the state. Missouri currently enjoys one of the lowest state aid grants in the country.

FUTURE TRENDS: Automation and its potential, both blessings and headaches, has not been fully realized by libraries. Its cost will continue to decrease and its labor-saving feature will certainly make it an intrinsic tool in the future. The disadvantaged areas of the core city are gradually encroaching on the county boundaries, and coupled with pockets of blighted areas—both white and black citizens—in the county now will require a new range of specialized services from the library in the future. Finally multimedia equipment and software will create new demands and problems for the library, but the promise is spectacular. Cable television, videocassettes, micro-reproduction: all these open new doors for carrying information, education, and recreation into the very living rooms of our users.

SUMMATION: Libraries have made substantial gains in the past twenty-five years and at the same time face a whole new battery of pressures for the future. The St. Louis County Library is no different. Sound library leadership and management at the local, state, and national levels is essential to progress. The training provided our personnel both in-house and in graduate schools of library education may possibly have the single greatest effect on our continued ability to meet the tasks of new challenges.

Neither funds nor size will ever be enough to cope with all the demands for new services. For example, continuing education will occupy more and more of a major role for all public libraries as we come to realize a "leisure" society through shorter work weeks and earlier retirements. If these new requirements are to be met competently all types of libraries will need to work closely together at the local level, and networks of libraries will link national concerns in realistic patterns. Public library development in the metropolitan area depends heavily on the participation of the county library, but we depend as much on the generous assistance of those about us.

GORDON WILLIAMS*
Director

Center for Research Libraries
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

The fundamental library problem, though caused by the complex interrelationship of many and sometimes widely disparate factors, can be simply stated. It is simply the increasing inability of every library, not merely of some, to provide its readers with ready access to all of the books, periodicals, and other library materials they need for their research, education, or information.

As the world's knowledge has increased and become more detailed and complex, its recording in permanent form so that it can be preserved and disseminated for consulation when needed at any time and place has become more essential. The number of publications of significance, matching the growth of knowledge, is not merely accumulating, but is accumulating at an accelerating rate. At the same time the growth in population and its dispersal over a wide geographic area has required a matching growth in the number and dispersal of the nation's educational and research facilities, and of its industry and commerce. From this has resulted the need for access to the same comprehensive body of scientific, technical, humanistic, and social science information in virtually every region of the country, not merely in a few centers of learning.

The manifest inability of an individual to afford to buy and to house in his own home or office all of the publications he needs from time to time to consult made the library an early and necessary invention for the adequate preservation and dissemination of knowledge. But as more and more publications have accumulated, and as the rate of new publications has accelerated, even libraries have become unable to acquire all of the publications their readers need to consult. Continuing statistical studies show that, in their attempt to do this, research libraries have been growing in size and expenditures at a geometric rate. For the past several decades at least, on the average every academic research library collection has been doubling in size every sixteen to seventeen years. Its total expenditures have been doubling even faster, about every seven years.

Universities are already finding it difficult to continue to support library growth at these rates. Indeed academic library budget growth is already slowing, and in many cases budgets are actually being reduced. But the fundamentally more critical problem is that even the past rate of increase has not been enough to make the library's collections and services adequate to satisfy the informational needs of their readers. Harvard University, after a recent study, has even concluded that its library is now actually less adequate to satisfy the needs of its faculty and students than it was some sixteen years ago when it had only half as many volumes. The trouble is that research and educational needs have grown even faster than the library, requiring access to more older materials not previously acquired, and to a larger proportion of the increasing number of new publications.

With the impossibility of any research library, let alone each one of them, being able to afford to acquire its own copy of every book, journal, manuscript, and other publication its readers need to consult, there is only one way in which society can provide access to what is needed. This is for many libraries to share the use of the same copy of as many as possible of those publications for which such shared use is practical, and it is now known that such shared use is practical for a very great number.

Librarians and scholars have known for some time that many publications are infrequently used, even though they are essential when they are needed, but it is only within the past few years that careful studies have provided precise information on the actual frequencies and patterns of use. There are now many such studies. Cf. the bibliographies by Davis and Bailey, DeWeese, and Wood. Though covering many different libraries and kinds of publications, the basic pattern disclosed has been essentially similar in every case. These studies show both that the number of infrequently used titles is much greater than had been commonly thought and that the actual frequency of use of these infrequently used titles is even less than had been suspected.

For example, a study of use of currently published serials at the John Crerar Library found that 65% of the journals it currently receives are used less often than once a year. A study of interlibrary loan use at the National Library of Medicine found that 88% of the serial titles in its collection (including discontinued as well as currently published titles) were used less often than once a year. Put another way, 100% of the use during the twelve-month period was satisfied by only 4,347 titles out of the approximately 37,000 titles in the NLM collection.

Both of these studies (and they are cited merely as examples for many others show essentially similar patterns) indicate only that substantially more than half of their journals are used less often than once a year. They do not show exactly how much less often this may be, but other studies have looked into this. For example, a study at the University of Chicago found that in some fields as many as 45% of the serial volumes in its collection are used on the average less than once in 300 years. The percentage and frequency of course vary from field to field, but in any case it is clear that in every field a very significant portion of the publications—the evidence suggests at least 25% and probably more—are used no oftener than once in every 25 to 100 years in any one library.

I. The Solution

These facts provide a sound basis for a solution to the problem of providing readers in every library, wherever it may be located, with ready access to all of the publications they need to consult, despite the economic inability of every library to buy a copy of every title its readers need. This solution is the establishment of a national lending collection that will make readily available by loan to libraries those many publications used so infrequently that many libraries can share the use of the same copy without undue conflict.

In essence, such a system is merely the extension, to a broader base than in the past, of the fundamental principle that has made the library itself both necessary and practical. An individual cannot afford to buy for himself all of the publications he needs from time to time to consult, but neither does he need to have every publication he has read or may want to read constantly within arm's reach. Nor does everyone who needs a given title need it at the same time, so that many persons can use the same copy without conflict or hardship if it is readily accessible to each one when needed. It was because of these conditions that the library itself was evolved to enable a local community of users to concentrate the resources available to it on the purchase of single copies of many different titles for their joint use. In this way the library makes available to them more of the publications they need than if the same funds were spent on buying many copies of the same title in order to provide one for every individual who at some time needed it.

In brief, as the problem of the local community of users is the same in principle as the problem of the individual, so is the answer the same in principle; namely a library for those materials that can be shared without conflict by many local communities of users, and with a base of support larger than a single local community — in fact, a "libraries' library".

II. *Present Inadequacy of Access to Journals*

Although the above principle applies to all kinds and forms of library materials — books, journals, pamphlets, manuscripts, etc. — such a system for providing access to journals is the most urgently needed. Many research libraries in the U.S. are now spending half or more of their annual acquisitions funds on journal subscriptions, but even so the number of titles completely available in any one library, or even in all of the libraries of the nation together, is but a fraction of those published and that need to be available.

A recent survey by Chemical Abstracts Service under a contract with the U.S. Office of Education found that of the 16,361 serials important to chemistry and chemical engineering, even collectively the 325 libraries surveyed held only 66.1% (10,810) of the titles in complete files, and that there was no reported holding at all in the U.S. of 1,230 titles (7.5%). The situation for any one region of the country (i.e. the standard USOE regions, each consisting of five or six neighboring states) is worse still with even the best holding complete files of less than half (45.3%) of the titles, and the poorest only 15.7%. See the complete tables by state and region in Appendix I of this request.

While the above figures show only the distribution of holdings of titles important to chemistry and chemical engineering, other but less quantitative observations indicate that the picture is at least no better in the humanities and social sciences. Probably it is worse because of the generally greater emphasis given to science and technology in the last two decades.

Though library holdings — individually, regionally, and even nationally — are already incomplete and inadequate, because of budget pressures many libraries have now had to reduce their journal subscriptions below even their present levels. Of the fifty major universities now members of the Center for Research Libraries, two-thirds report that they have already cancelled an average of 300 titles, with some having had to cancel as many as 2,000 titles.

III. *Economic Benefits of Proposed Solution*

Although there are many journal titles that every library has never been able to afford to acquire, and many they have been receiving that they must now cancel because of a reduction in budgets or loss of buying power, or both, every library is also now spending large sums to acquire, catalogue, process, bind, and house, many journals that are very infrequently used by its readers. It is making this expenditure because if it does not have the title in its own collection there is no assurance that it can provide access to a copy when it is needed. No other library may have it either, or if one does it is expensive and time-consuming to locate such a library, and even after this is done the library may not be able to lend it. In any case such loan (or photocopying) is slow simply because the lending library is not organized effectively to service such requests. But with the assurance of access from a central lending library collection, and with the fast response time it provides because it is organized precisely for service to other libraries instead of to a local clientele of readers in person, many libraries can be freed from the unnecessary expenditure of maintaining their own individual copies of hundreds or thousands of titles, with a consequent easing of pressure on their budgets.

This saving is as real as it is important, and only the proposed central collection of journals can practically make it possible. It would be misleading, though, if this were misunderstood as a claim that it would lead to a reduction in a local library's own budget. All categories of a library's budget, not merely its expenditures for acquisitions, are now inadequate and need to be increased. Personnel costs at all levels are rising. As the number of extant publications increases through accumulation at increasing rates of production it is less and less possible for the reader to browse through them all to find what he needs: he must be provided with more detailed and comprehensive, and consequently more expensive, bibliographic guides to enable him to identify and locate the publications that contain the information he needs. Equipment and supply costs are increasing, and so on down the line.

The savings that a library can realize by not having to acquire infrequently used journals that are available from a central lending library, though these can be very substantial, are not therefore likely to enable any library to reduce its total budget. But what these savings can do, is enable libraries to meet these other increasing costs with a lesser increase in their total budget than would otherwise be required; or in times of no increase in their budgets — or of increases less than those required to offset inflation and rising unit costs — to reduce their services and the access to information less than would otherwise be required.

An indication of the magnitude of the savings — or perhaps, better, the amount that would be made available to libraries to help meet other costs — is given by the study on the cost of access to journals done by the Center for Research Libraries. For journals with an annual subscription cost of $20 (the average subscription cost found in the study), the total *net* savings on the average range from about $57 to $68 for each journal that the library can provide access to by borrowing a copy when needed instead of maintaining its own subscription. For every thousand such titles that a library is saved from having to acquire its budget gain would thus range from $57,000 to $68,000 per year. With the number of journals major university research libraries have typically been receiving and the proportion that are infrequently used, budget benfits of this or even greater amounts would not be unreasonable for them to expect.

IV. *A Pilot Program*

Ideally, there should be a national lending library for serials, that would subscribe to all currently published serials and make these readily available to every library in the nation. Over a period of time, as its files accumulated, it would be able to provide access as well to longer and longer back runs. But the cost of such a totally comprehensive collection and service in all fields—science, technology, the social sciences, and humanities—will require a continuing operating budget of four to five million dollars a year, perhaps more. (The National Lending Library for Science and Technology, in Great Britain, has a current budget of about two and a half million dollars, but it does not cover the humanities at all, and although beginning to cover the social sciences does not include all of the titles in this area. In addition, labor costs are higher in the U.S., and because of our greater population and larger number of libraries, the annual volume of transactions in the U.S. would be greater.) This is a modest amount when compared to the benefit. But it is large enough that, most probably only the federal government has a large enough base to support a comprehensive system with the continuing commitment it must be assured before libraries can responsibly modify their own policies to rely on it. Such a service to the nation in the national interest justifies federal support, but none of the appropriate agencies of the federal government are now authorized to make such a continuing commitment. This will require legislation by Congress. The Center and other libraries will try to see that this is accomplished. But by the nature of the political process this will take time, while there is urgent need for improved access now. A smaller project, with a limited selection of titles appropriately chosen, can significantly help to meet this present need, and can be begun with a much smaller budget. Further, and hardly less important, such a beginning will provide a firm base for expansion to the ultimately needed comprehensive project. Finally, its existence, its demonstration of the value of such a system, and the operating experience and data it will provide, will help to speed the establishment of the more comprehensive system.

V. *The Center for Research Libraries as Agency*

The Center for Research Libraries is the most logical institution to begin and to operate such a project. It is a non-profit, tax-exempt, institution that was established precisley for the purpose of enabling libraries most effectively to cooperate in sharing the use of library materials. Founded in 1949 by ten midwestern universities, its membership has steadily grown and expanded geographically until it now has over eighty members and associate members, and has become not merely national but international in scope with five Canadian members. Its members now span the continent, and beyond, from Harvard in the east to Hawaii in the west, and from Toronto in the north to Texas in the south.

Except for special grants for specific projects, such as that requested here, the Center is wholly supported by the membership fees paid by its member universities and other member institutions. But though the Center is intended to serve the library needs of its member institutions, its policy is to permit the use of its collections by nonmember libraries as well. The only restriction on use by a nonmember library is that if it begins to make regular and continuing use of the Center's collections it must become a member, and thus help to support it, if it wishes to continue such use.

The Center's collections now number over three million volumes, covering all subjects and all forms of publications. It is already receiving about 7,000 current journals, which it will continue with its own funds. With the addition of some 6,000 titles, as proposed by this request, the total number of journals made available will be large enough to make a significant impact on library economy and the improvement of ready access to information.

VI. *International Cooperation*

As this exposition has tried to make clear, the primary need is to assure all who need information, whether for research, for application to current problems, or for their basic or continuing education, with ready access to the publications containing this information. Because of the cost, this need can be satisfied only by broadening the base of users, and thus of support, and the low frequency of use of many library materials plus the speed of modern communications and transport makes such a broadened base of use practical. In fact, the present evidence strongly indicates that for a great many publications the user base can be international and not merely national, and it is obvious that the larger this base the lower the cost to any local community, and consequently the more access that society can afford.

International cooperation in this matter poses problems of organization, and political problems as well as others will have to be resolved. Nonetheless, there appear to be no insuperable barriers to fairly large scale international cooperation in the provision of access to publications and great benefits to be realized. For this reason the Center proposes to initiate such international cooperation, on an experimental basis, with the National Lending

Library for Science and Technology in Boston Spa, England.

The National Lending Library for Science and Technology (NLL) was established in 1960 by the British government to provide for all libraries in Great Britain precisely the kind of ready access to all journals in science and technology that we have spoken of as necessary for the U.S. The original collecting policy of the NLL, as indicated by its full name, was limited to the natural sciences and technology, but within these fields it attempts to acquire all currently published titles. Because of the demonstrated value of its service, in 1971 it was authorized to extend its coverage to the social sciences as well. At the time this extension was authorized it was found that, because of the diffuse boundary lines of serials, it already held, as "natural science and technology", many titles that social scientists and humanists also included in their fields. In fact, the collection then contained about half of the titles included in the *Social Sciences and Humanities Index.* The NLL is now receiving about 38,000 titles, including all of those currently published in science and technology and perhaps a majority of those in the social sciences.

Although the NLL is serving all libraries in Great Britian, as is the usual pattern many of the titles in its collection are infrequently used. In fact, approximately half of them are used less often than once a year. While the titles infrequently used in Great Britian may not in every case be the same titles infrequently used in the U.S., present evidence suggests that they are the same in most cases. Thus both countries can probably share the use of a significant number of titles without undue conflict, provided that access is assured and speedy. The NLL, like the Center for Research Libraries, is organized to fill requests the same day they are received. Bcause of this fast response time, plus the availability of frequent air mail service between the U.S. and Great Britain, access can be quite fast —four to six days, or even faster if transatlantic teletype is used to transmit the request. This is less time than many present interlibrary loans between local libraries in the U.S.

The Center has therefore suggested to the NLL that the two libraries conduct an experiment in cooperatively providing access to journals and some other materials. Although the burden of the exchange may fall more heavily on the NLL than on the Center, at least initially, the Director of the NLL is interested in trying the experiment. Specifically we are proposing that, for an experimental period the Center provide its member libraries with access to a specially selected group of journals, not by subscribing to them for its own collection, but instead by relying on access to copies in the NLL collection. The libraries will send their requests directly to the Center in the usual way and the Center will relay them the same day to the NLL, by either international teletype or air mail. The NLL will photocopy the article required and send the photocopy via first-class air mail directly to the library requesting it. (The new British copyright law specifically authorizes such photocopying of journal articles for scholarly use.) The Center will pay the NLL for the photocopies at the NLLs presently established rate. In return, the Center will provide British libraries, on requests relayed through the NLL, with access to materials in its collections not now available in the NLL, such as foreign doctoral dissertations, certain foreign newspapers, and certain foreign monographs.

This program will be useful in several ways. First it will enable the Center to test whether or not the U.S. and Great Britain can in actual practice effectively share the use of some titles through the Center and the NLL. If so, the information from the experiment will provide a firm base for arriving at an equitable and permanent arrangement for a system of providing access to library materials from which all libraries and readers in both countries will benefit. Second, the data on actual use the program will provide will enable the Center more accurately to determine the priority in which additional titles are to be added to the Center's own collection in order to make its program most quickly benefit U.S. libraries. Finally, since it will immediately provide the Center's members with prompt access to many more currently published journals than would be possible from the initially more limited collection at the Center itself, it will provide a much more useful demonstration of the value of such a centralized system of access than would otherwise be possible.

VII. *Budget for Proposed Pilot Program*

A five-year budget for the proposed program follows. It is based on the cost of adding approximately 6,000 currently published journals to the approximately 7,000 journals already being received by the Center, in accordance with the time schedule shown, i.e. adding 2,000 titles the first year and 1,000 titles in each of the succeeding four years. Approximately three-quarters of the titles will be in the physical sciences, technology, and the social sciences, and about one-quarter in the humanities. (The cost of the experiment with the NLL in international cooperative access is not included in the following budget. This experiment will be paid for from the Center's own funds.)

A minimum five-year period of operation and demonstration is required in order both to accumulate a collection of effective size and to provide an adequate period of demonstration. Unlike books, which are complete when purchased, journal files must be built over a period of years to a respectable length before their value becomes appreciable. Short or broken runs are virtually useless for library purposes.

During this initial five-year period of establishment and demonstration the Center will develop other and continuing sources of income to assure the continuance of the project's operation at the established level at least, and for its expansion to the maximum extent possible.

DONALD E. WRIGHT
President

Illinois Library Association
Chicago, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

This statement has been prepared on behalf of the Illinois Library Association in consultation with some members of the Executive Board but without the advantage of general discussion by either the board or the association membership. We appreciate the efforts being made by the National Commission on Libraries and Information Science to listen to the voices of those interested in and concerned for library development. It is hoped that such groups as an association will have frequent opportunity and adequate time to provide information and viewpoints to the Commission.

It is in this regard that the library association can best address itself to problems of library development. The professional library association offers a very special opportunity for the National Commission as it determines its priorities, develops its programs, and initiates its activities. The library association represents a special channel of concern and communication which can reach, when confidently and competently organized, across the various elements of the library community. The state library association represents a composite of the state community involved in library service; the large library and the small; the academic, the special, the school, the public, the private; the "professional," the "subprofessional," the interested citizen and the library trustee.

As a route to the grass roots, this state association can be tapped:

- — as a sounding board for new ideas
- — as a generator of projects
- — as a lobbyist for legislation
- — for conducting/sponsoring continuing education activities
- — for identifying new talent
- — for developing leadership potential
- — for recruiting activities

As a volunteer association, the members of a state library association are, perhaps, better able than others to generate an enthusiasm about library service because they already believe in it. There is a ready and able corps of persons available. Because of the variety of libraries and librarians active within a state association, there is opportunity for an interdisciplinary approach to questions. There should also be the possibility of tapping a variety of expertise.

The library association can, when so organized, operate effectively as a state sounding board. The library association is free of the legal and governmental restrictions which might limit or circumscribe the activities of certain library agencies, such as the State Library. This very fact argues well for the close coordination of objectives and activities between the governmental unit and the nongovernmental for each can support the other with its special expertise. The working in consort between groups on the state level and between state and national elements is of paramount importance in the development of any national plan or program.

The problems of a changing corps of personnel in a state association and the lack of a permanent office (hopefully soon to be remedied in Illinois) must be recognized. This, too, however might be turned to a plus factor as it develops and identifies new leadership.

The Illinois Library Association hopes very much that it will be able to assist the entire library community in its work toward library development and improvement.

VIRGINIA YOUNG*
Library Trustee

Columbia, Missouri

Citizen boards which govern public libraries have a leadership role to play in the development of public library service in our country. It is the trustees who set goals and policies which determine the direction the library will take and the services that will be given. They constantly reevaluate these policies in light of social and educational changes.

Library boards must be composed of individuals who are sensitive to the needs of their community and the needs of people—individually and collectively. It is the trustees who must make very certain that the library is truly serving those needs.

Equally important, the trustees must let the public know the services which are available. It is only when people know what the public library can do for them and make use of its services that the library is truly serving its function. Moreover, people will spend their money for that which is important to them. So it is only through a broad base of citizen support that the public library can survive.

Library trustees really belong to all libraries and not just a library. Library systems and networks have long been recognized as indispensable. It is only through cooperation with other agencies, schools and libraries of all kinds, that the public library can provide equal access of all materials to every citizen. Trustees are concerned with *total* library development and not just their own little bailiwick.

There is a continual turnover in library board membership. Therefore, there is a necessity to inform new members of their responsibilities. Acting as a liaison between the citizens and the library is especially important. A number of tools are available to library trustees, including films, filmstrips, and handbooks. At the same time, it seems to me, it would be well for the National Commission to take note of the importance of the role trustees play and stress the need for constant trustee education, both for new trustees and for those of long tenure.

Another action I would like to see the Commission undertake is to initiate all steps necessary to encourage the calling of a White House Conference on Libraries. For citizens to see the national spotlight focused on libraries would direct their attention to their own library resources. It would also be important for large numbers of citizens to be involved in such a conference.

The Commission can have a very positive influence in recognizing, supporting, and encouraging library trustees in their important role and function.

ELINOR YUNGMEYER*
Coordinator

Instructional Media
Oak Park Elementary Schools
Oak Park, Illinois

STATEMENT

Prepared for the
National Commission on Libraries and Information Science

With respect to the Knapp School Library Project demonstrations it is difficult to assess the actual impact made by these six school library demonstrations in various parts of the country. Subjective judgment would suggest that the programs, demonstrated, visited and written about, had significant impact on the development of school library/media programs not only in the immediate area of the demonstration school, but also nationally by virtue of the substantial publication program relating to the project.

Although some masters theses and doctoral dissertations have been based on the Knapp Project, had evaluation and research components been a larger part of the demonstrations, the results of such research would have provided data concerning the value and contribution of school library programs to the educational process at elementary and secondary school levels.

While one outcome of the initial Knapp project was the current Knapp School Library Manpower Project focusing on pre-service preparation of school library media specialists, there is little evidence of the influence of the demonstration projects on these six teacher training institutions which were associated with the KSLP. Of great influence, however, is the body of literature of a substantive and provocative nature which developed as part of the publication program of the project.

Of serious concern to school media specialists is the lack of current hard data about the status of school libraries either nationally or in a given region. Statistics related to school libraries are inadequate and often unavailable; more serious is the lack of any substantial body of school library research data on which to base planning for the future improvement and development of programs. While individual school media programs are accommodating in pratice to changing teaching methodologies, curriculum designs and instructional organization patterns, etc., there is no significant research base upon which to build for the future. What existing research there is of relevance to school libraries should be updated and expanded.

School library demonstration projects can provide one means of achieving such a research base. There is a definite need for demonstrations of exemplary school library media programs in individual school buildings. Also there is need for demonstration of regional resource centers providing on an area basis optimum supportive services and resources to all school libraries within an area. Such demonstrations of regional centers, not necessarily housed in a school, should be designed to illustrate the full range of consultant, resource, and supportive services available to area school libraries, and might also include in-service training components. The effectiveness of the federally-funded institutes provided during the past years points up the continuing need for in-service and continuing education provision for school librarians and the teaching and administrative staffs with which they work. Such regional demonstration projects could be tailored to meet specific problems and emphases within a region or area.

Any effective demonstration program must emphasize the school library media program and should include the following: library media services and programs shown as integrated with the educational programs of the schools of which they are a part; research and evaluation components specifically designed prior to the implementation of any demonstration project; a variety of methods of communicating demonstration activities and the evaluation of these activities, not only to the library profession but to all the related professional, administrative and lay groups, built into the demonstration proposal; and, planned pre-service and in-service training activities for media specialists and other school staff members as well as for visitors to the demonstration.

What occurs to a demonstration program once funding beyond that afforded locally is also of concern, and suggests that funding for demonstration projects might be sought and granted for innovative and/or exemplary school library media programs on the basis of past effort and performance. Such funding of extant programs would allow for research, intensive visitation programs, and communication about locally developed and supported programs; would allow expansion and refinement of such programs; and should help insure continuance of the school library program once outside funding was no longer available.

It is *not* suggested that such effort in the area of demonstrations eliminates continuance of effort to secure and increase direct categorical financial aid to all school libraries. With the inception of ESEA, Title II, and the development of school library materials collections resulting from these categorical funds, substantial improvement in school library media programs throughout Illinois has been evident. Hard data concerning this improvement is clearly visible in reports to the Office of the Superintendent of Public Instruction as well as in the increasing variety of materials available in individual schools. This categorical aid has been the most significant element for the improvement of school library service to all children in Illinois. It is critical that such categorical aid be continued, and that funding and guidelines for this aid be amplified to include acquisition of staff and equipment to support effective use of materials in school library media programs for all elementary and secondary school children.